THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume VII CONTENTS FOR SEPTEMBER Number 2

THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume VII SEPTEMBER, 1932 *Number 2*

ASSOCIATION NOTES AND EDITORIAL COMMENTS

THE new form and character of the QUARTERLY appear to have met with general approval from Association members. Many letters of commendation have been received in the Editorial Office, and numerous verbal congratulations have been extended by individuals who have called personally. A few of these commendations are here presented.

B. R. Buckingham, Boston: You surely have improved the NORTH CENTRAL ASSOCIATION QUARTERLY.

George A. Works, Chicago: I have just received the June QUARTERLY and am of the opinion that there is decided improvement in appearance over former issues. The cover and the general set-up are very attractive.

E. H. K. McComb, Indianapolis: Let me compliment you on the handsome appearance of the QUARTERLY. It looks to me as if we are entering a new era with the magazine, and following this form and appearance the QUARTERLY will take its place as it should among the very high grade educational publications.

J. P. Macmillan, Chicago: The June 1932 number of the NORTH CENTRAL ASSOCIATION QUARTERLY has just been delivered. I am delighted with its appearance. The cover represents an excellent job in designing and the format throughout is improved by the new type face and the wider margins. Congratulations!

ERRATA

The Editorial Office has discovered that despite the usual diligence, certain errors crept into the last issue of the QUARTERLY. These were due in part to the fact that the manuscript was itself incomplete in certain particulars; in part to the change of printers and to the consequent unfamiliarity with some of the North Central Association's style; and in part to faulty proof-reading. We, therefore, call our readers' attention specifically to the mistakes in the previous issue. These are as follows:

1. On page 147, where reference is made to a fund of $10,000 received for the use of the Committee on Physical Education and Athletics, credit was given to the Carnegie Foundation for the Advancement of Teaching. It was not the Foundation which made this grant but the Carnegie Corporation of New York.

2. On page 33, the name of Dean John R. Effinger of the University of Michigan was inadvertently omitted from the list of members of the Board of Review.

3. On page 45, the entire last paragraph should rightfully stand as a footnote attached to the lists of colleges accredited by the Association of Middle States and Maryland as given on page 55.

4. On page 10, the list of members of the Commission on Institutions of Higher Education was erroneous in several particulars; so much so that the revised and correct list is being run entire in this issue.

5. On page 53, Central State Teachers College, Edmond, should have been listed under Oklahoma and not under Ohio; and on page 127, Pierce, Nebraska, F. E. Adler, Superintendent, was incorrectly listed.

The Editor sincerely regrets these mistakes and promises that their like will not again be made.

THE HANDBOOK OF INFORMATION

The Handbook of general information prepared and distributed by the Association seems to have filled a long felt need. Ten thousand copies of the booklet have been distributed for use in schools, colleges and general offices. Returns from recipients show much appreciation. Some excerpts from letters are as follows.

J. D. Elliff, Missouri: May I say that the Bulletin is an exceptionally fine piece of work.

J. A. Holley, Oklahoma: We have received very favorable comments upon the booklet on the history, organization and activities of the Association. I wish to compliment you and those associated with you in the preparation of it. It should serve to correct some misunderstanding about the functions, history and organization of the North Central Association.

J. E. Edgerton, Kansas: I think your plan to advertise the importance of the North Central Association is a very good one. The pamphlet is neat and to the point. . . . and believe it will bring good results. I congratulate you.

W. H. Gemmill, Iowa: The plan of the bulletin is a splendid one. The information will be most helpful and at the same time its effect ought to be stabilizing. The booklet is well prepared. You are to be commended for its preparation.

The question now arises, Should the bulletin be published annually? Clearly, much of the material would remain unchanged from year to year, but the Roster, the Lists of Committees, Tables of Statistical Data and other similar matter would necessarily be different each year. The Executive Committee will welcome advice respecting the question. If the handbook will continue to serve a worthwhile purpose, it better be reprinted annually; if its mission has now been accomplished, there is no object in striking it off again.

MEMBERS OF THE HIGHER COMMISSION

Due to the fact that certain mistakes occurred in the list of members of the Commission on Institutions of Higher Education as published in the Official Roster (June QUARTERLY, 1932, pp. 10–11), the complete and corrected list is herewith printed. Readers are requested to substitute this list for the previous one.

OFFICERS

Chairman—H. M. Gage, Coe College, Cedar Rapids, Iowa
Vice-Chairman—George F. Zook, University of Akron, Akron, Ohio
Secretary—Geo. A. Works, The University of Chicago, Chicago, Illinois

COLLEGE MEMBERS

Class of 1933

C. S. Boucher, The University of Chicago, Chicago, Illinois
Lucia R. Briggs, Milwaukee-Downer College, Milwaukee, Wisconsin
D. J. Cowling, Carleton College, Northfield, Minnesota
E. C. Elliott, Purdue University, Lafayette, Indiana
Cloyd Goodnight, Bethany College, Bethany, West Virginia
Sister Mary A. Molloy, College of St. Teresa, Winona, Minnesota
John Nollen, Grinnell College, Grinnell, Iowa
J. L. Seaton, Albion College, Albion, Michigan
J. M. Wood, Stephens College, Columbia, Missouri
H. M. Wriston, Lawrence College, Appleton, Wisconsin

Class of 1934

G. N. Carman, Lewis Institute, Chicago, Illinois
J. P. Everett, Western State Teachers College, Kalamazoo, Michigan
H. M. Gage, Coe College, Cedar Rapids, Iowa
C. W. Hunt, Cleveland School of Education, Cleveland, Ohio
B. H. Kroeze, Jamestown College, Jamestown, North Dakota
W. P. Morgan, Western Illinois State Teachers College, Macomb, Illinois
C. H. Rammelkamp,[1] Illinois College, Jacksonville, Illinois
W. E. Smyser, Ohio Wesleyan University, Delaware, Ohio
Ellis B. Stouffer, University of Kansas, Lawrence, Kansas
A. H. Upham, Miami University, Oxford, Ohio

Class of 1935

Harry W. Chase, University of Illinois, Urbana, Illinois
W. F. Cunningham, College of St. Thomas, St. Paul, Minnesota

[1] Deceased

J. R. Effinger, University of Michigan, Ann Arbor, Michigan
C. H. Judd, The University of Chicago, Chicago, Illinois
A. Linscheid, East Central State Teachers College, Ada, Oklahoma
D. W. Morehouse, Drake University, Des Moines, Iowa
George W. Nash, Yankton College, Yankton, South Dakota
A. M. Schwitalla, St. Louis University, St. Louis, Missouri
B. L. Stradley, Ohio State University, Columbus, Ohio
George F. Zook, University of Akron, Akron, Ohio

SECONDARY SCHOOL MEMBERS

Class of 1933

John Craig, Superintendent of Schools, Muskegon, Michigan
T. J. McCormack, High School, La Salle, Illinois
John F. Quinn, St. Ignatius High School, Chicago, Illinois
J. W. Richards, Lake Forest Academy, Lake Forest, Illinois
J. F. Wellemeyer, Wyandotte High School, Kansas City, Kansas
O. O. Young, Superintendent of Schools, Galesburg, Illinois

Class of 1934

W. W. Borden, Superintendent of Schools, South Bend, Indiana
George Buck, Shortridge High School, Indianapolis, Indiana
H. H. Holt, St. John's Military Academy, Delafield, Wisconsin
M. R. McDaniel, Oak Park High School, Oak Park, Illinois
J. H. Painter, Steele High School, Dayton, Ohio
Merle Prunty, Superintendent of Schools, Tulsa, Oklahoma

Class of 1935

W. I. Early, Washington High School, Sioux Falls, South Dakota
L. M. Fort, High School, Mitchell, South Dakota
H. M. Loomis, Hyde Park High School, Chicago, Illinois
E. D. Lyon, Withrow High School, Cincinnati, Ohio
John L. Shouse, Assistant Superintendent of Schools, Kansas City, Missouri
E. A. Spaulding, Emerson High School, Gary, Indiana

THOMAS ARKLE CLARKE

As copy for the September QUARTERLY is being sent to the press, word comes announcing the death of the "Beloved Dean," Thomas Arkle Clarke of the University of Illinois. His is the third death occurring among the deans of that institution within the last year or so—Dean Chadsey, Dean Babcock, Dean Clarke.

Dean Clarke was very active in North Central Association affairs some years ago. Indeed, for nine years he was secretary of the organization—from 1906 to 1915. Possessed of a dry humor, a bewitching smile, and an understanding heart, he not only was a "beloved Dean" among the students at Urbana, but a beloved friend to all who knew him. The Association has lost another stalwart supporter.

REPRINTS

Reprints of the two presidential addresses appearing in the June QUARTERLY have been struck off and are available from the Editorial Office. The one by Dean Edmonson on "The Newest Crisis in Education," sells for ten cents per copy; the one by President Rightmire on "The School and the Social Order" sells for twenty cents per copy. Since only a limited number of each was printed, individuals wishing to secure them for personal or for classroom uses should order at once. Remittances should accompany orders.

RE-EDITED CURRICULUM STUDIES

As all who follow North Central Association activities know full well the Commission on Unit Courses and Curricula has, during the past few years, prepared and published a goodly number of studies and recommendations respecting the curriculum. These reports have covered nearly every subject usually taught in the high schools of today. Many of these studies have been used by high school teachers in reorganizing and presenting their work. However, the Commission believes that the various

sets of materials prepared by its committees would be much more serviceable in a practical way if they were all re-edited and re-bound in a single volume.

In supporting these thoughts the Executive Committee recently authorized the expenditure of certain funds with which to carry out the project. Consequently, a re-editing committee has recently been busily at work executing the task. It is expected that the entire body of curriculum materials will be ready for distribution within the year and it is hoped that large numbers of teachers in North Central Association schools will avail themselves of them.

THE SUPER-UNIVERSITY

In this issue we carry another of the very stimulating addresses delivered before the Association last March—that of President Ruthven of the University of Michigan. Dr. Ruthven argues cogently that the true functions of a university are not limited by the ages of students who attend, by the nature of the subject-matter to be taught or the problems to be investigated, nor by the continuity of time available for systematic study. On the contrary, thinks Dr. Ruthven, the proper functions of a university are as multitudinous and ramifying as any institution chooses to make them. Consequently, Dr. Ruthven pleads for what he styles a super-university—one that extends its services beyond the walls of the campus and has for its themes extra-curricular matter of all sorts and for its aims the continued education of adults and the rendering of practical aid to society however organized. "It is futile," says he, "to attempt to prove that our universities should exist for the sole purpose of training scholars or of providing a cultural background for others. One cannot distinguish sharply between cultural and practical training. Erudite investigators in every realm of knowledge are important to human welfare, but they constitute only one group in our social order and (even) they are really practitioners."

These views of Dr. Ruthven are, of course, diametrically opposed to the views of some other leaders. However, they carry a weight of common-sense and of logic that is hard to counterbalance. Readers of the QUARTERLY will wish to read Dr. Ruthven's address in its entirety, for certainly it reflects a spirit of liberalism that appears more and more to characterize the policies and practices of the North Central Association.

THE NATIONAL SURVEY

The National Survey of Secondary Education, instituted and inaugurated in part at least by the North Central Association, came to an end on June 30th last. The work of compiling, interpreting and reporting the data gathered is now going on. All of this, it is expected, will come from the press in a series of 28 monographs some time before January first next. Schoolmen of all ranks and classes must surely be looking forward with keen interest to the publication of this material.

Since, as stated, the North Central Association was instrumental in forwarding the undertaking, the Association now naturally feels some responsibility for giving wide publicity to the findings. As one means of doing this the Executive Committee recently voted to include in the issues of the QUARTERLY, from time to time, such pertinent material as the directors of the Survey or their staff may furnish. It is with unusual pleasure, therefore, that the QUARTERLY at this time presents the first of such articles. This was written by Dr. L. V. Koos, Associate Director of the Survey, and gives a bird's-eye view of the entire undertaking, together with some of the larger findings that have been made. Supplementing Dr. Koos' discussion, is a brief presentation of the Association's relationship to

the movement and certain items relating to the staff membership, written by Dean Edmonson who was Secretary of the Association when the Survey was first authorized.

In addition to the articles by Drs. Koos and Edmonson the QUARTERLY also carries this month three other articles bearing upon the Survey. These are the addresses delivered before the Association in March by Messrs. Loomis, Boardman, and French.

Altogether, the five articles furnish a good preliminary view of what the Survey means and what are its outstanding features.

REVISING STANDARDS

Every reader of this issue of the QUARTERLY will be deeply interested in the progress that has already been made by the Committee appointed to revise the standards for accrediting institutions of higher education. The committee was selected two years ago and has started out on a five-year program of research and study. Already much ground-work has been done, many institutions have been visited, and tentative principles have been established for guidance in carrying on the rest of the undertaking. The preliminary reports appearing in this issue are presented in five parts and a brief "discussion". Certainly the committee—at the rate it is now going—will have ultimately an enormous body of objective data upon which to build a new set of accrediting standards—standards that will not be the outcomes of massed opinions (however good those may be) but standards resting on scientific foundations.

STANDING COMMITTEES

By vote of the Executive Committee, the complete lists of all standing committees of the Association are regularly to appear in the September issue of the Quarterly. In accordance with that regulation such lists for the year 1932–1933 are herewith presented. They are as follows.

A. Committees of the Commission on Higher Institutions

COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS

W. P. Morgan, Macomb, Illinois
H. M. Gage, Coe College, Cedar Rapids, Iowa
George F. Zook, University of Akron, Akron, Ohio
Ralph J. Gilmore, Colorado College, Colorado Springs, Colorado
C. W. Savage, Oberlin College, Oberlin, Ohio
T. N. Metcalf, Iowa State College, Ames, Iowa
Theos Jefferson Thompson, University of Nebraska, Lincoln, Nebraska
Alfred C. Callem, University of Illinois, Urbana, Illinois

REGIONAL CONFERENCE COMMITTEE

H. M. Wriston, Lawrence College, Appleton, Wisconsin
W. W. Haggard, Superintendent, Joliet, Illinois
E. A. Spaulding, Emerson High School, Gary, Indiana

COMMITTEE ON REVISION OF STANDARDS

L. D. Coffman, University of Minnesota, Minneapolis, Minnesota
S. P. Capen, University of Buffalo, Buffalo, New York
W. W. Charters, Ohio State University, Columbus, Ohio
Donald J. Cowling, Carleton College, Northfield, Minnesota
A. C. Fox, John Carroll University, Cleveland, Ohio
H. M. Gage, Coe College, Cedar Rapids, Iowa (ex officio)
Charles H. Judd, University of Chicago, Chicago, Illinois
O. R. Latham, Iowa State Teachers College, Cedar Falls, Iowa
W. P. Morgan, Western Illinois State Teachers College, Macomb, Illinois
P. C. Packer, University of Iowa, Iowa City, Iowa
Ellis B. Stouffer, University of Kansas, Lawrence, Kansas
H. A. Suzzallo, Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York
E. H. Wilkins, Oberlin College, Oberlin, Ohio
James M. Wood, Stephens College, Columbia, Missouri
George F. Zook, University of Akron, Akron, Ohio

EXECUTIVE COMMITTEE

L. D. Coffman, University of Minnesota, Minneapolis, Minnesota
H. M. Gage, Coe College, Cedar Rapids, Iowa
Charles H. Judd, University of Chicago, Chicago, Illinois
W. W. Charters, Ohio State University, Columbus, Ohio
George F. Zook, University of Akron, Akron, Ohio

RESEARCH STAFF

George F. Zook, University of Akron, Akron, Ohio
Floyd W. Reeves, University of Chicago, Chicago, Illinois
M. E. Haggerty, University of Minnesota, Minneapolis, Minnesota

COMMITTEE ON IOWA STATE TEACHERS COLLEGE EXPERIMENT

V. A. C. Henmon, University of Wisconsin, Madison, Wisconsin

COMMITTEE ON JOLIET JUNIOR COLLEGE EXPERIMENT

Thomas Eliot Benner, University of Illinois, Urbana, Illinois
John E. Stout, Northwestern University, Evanston, Illinois
C. J. Anderson, University of Wisconsin, Madison, Wisconsin

COMMITTEE ON KANSAS CITY, MISSOURI, EXPERIMENT

Charles H. Judd, University of Chicago, Chicago, Illinois
L. V. Koos, University of Chicago, Chicago, Illinois
George F. Zook, University of Akron, Akron, Ohio

COMMITTEE ON TULSA, OKLAHOMA, EXPERIMENT
(Joint Committee with the Commission on Secondary Schools)

J. D. Elliff, University of Missouri, Columbia, Missouri
H. G. Lull, Kansas State Teachers College of Emporia, Emporia, Kansas
H. E. Chandler, University of Kansas, Lawrence, Kansas

COMMITTEE ON CORNELL COLLEGE EXPERIMENT

Floyd W. Reeves, University of Chicago, Chicago, Illinois
Carl E. Seashore, State University of Iowa, Iowa City, Iowa
M. S. Hallman, Washington High School, Cedar Rapids, Iowa (Appointed by the Secondary Commission)

COMMITTEE ON GARY, INDIANA, EXPERIMENT

A. J. Klein, Ohio State University, Columbus, Ohio
L. V. Koos, University of Chicago, Chicago, Illinois
T. E. Benner, University of Illinois, Urbana, Illinois

BOARD OF REVIEW

H. M. Gage, Coe College, Cedar Rapids, Iowa
George F. Zook, University of Akron, Akron, Ohio
Geo. A. Works, University of Chicago, Chicago, Illinois
George Buck, Shortridge High School, Indianapolis, Indiana
John R. Effinger, University of Michigan, Ann Arbor, Michigan
W. P. Morgan, Western Illinois State Teachers College, Macomb, Illinois
Wm. F. Cunningham, College of St. Thomas, St. Paul, Minnesota

B. Committees of the Commission on Secondary Schools

COMMITTEE ON BLANKS

J. W. Diefendorf, *Chairman,* New Mexico (1935); H. G. Hotz, Secretary, Arkansas (1933); W. E. McVey, Illinois (1934); R. W. Kraushaar, South Dakota (1935)

COMMITTEE ON STANDARDS

J. D. Elliff, *Chairman,* Missouri (1934); E. M. Phillips, Minnesota (1933); C. C. Schmidt, North Dakota (1935); H. G. Hotz, Arkansas (1933); J. E. Edgerton, Kansas (1934); A. W. Clevenger, Illinois (1935); E. E. Morley, Ohio (1935)

COMMITTEE ON SPECIAL STUDIES

C. R. Maxwell, *Chairman,* Wyoming (1934); M. R. Owens, Arkansas (1933); James Rae, Iowa (1933); A. A. Reed, Nebraska, (1934); C. W. Boardman, Minnesota (1935); G. W. Rosenlof, Nebraska (1935)

COMMITTEE ON LIBRARY

E. L. Miller, *Chairman,* Michigan; G. W. Rosenlof, Nebraska

COMMITTEE ON ATHLETICS

E. E. Morley, *Chairman,* Ohio; J. T. Giles, Wisconsin; O. G. Sanford, Missouri; Harry Thrasher, Illinois; Milo H. Stuart, Indiana; and the following representatives of state athletic associations: R. E. Rawlins, South Dakota; L. L. Forsythe, Michigan; C. W. Whitten, Illinois; G. E. Marshall, Iowa; E. R. Stevens, Kansas

JOINT COMMITTEES — MEMBERS REPRESENTING THE COMMISSION ON SECONDARY SCHOOLS

Committee on College Entrance Blanks: C. G. F. Franzen, Chairman, Indiana; G. J. Balzer, Wisconsin

Committee on Junior College Accrediting: A. M. Hitch, Missouri; Roy Gittinger, Oklahoma; F. D. McElroy, Minnesota

Committee on Tulsa, Oklahoma, Educational Experiment: H. E. Chandler, Kansas

Committee on Cornell College Educational Experiment: M. L. Hallman, Iowa

C. Committees of the Commission on Unit Courses and Curricula

COMMITTEE ON SURVEY OF TRENDS IN CURRICULUM REVISION

G. W. Willett, *Chairman,* High School and Junior College, La Grange, Illinois
A. L. Spohn, High School, Hammond, Indiana
B. J. Rivett, Northwestern High School, Detroit, Michigan
J. A. Clement, University of Illinois, Urbana, Illinois

COMMITTEE ON QUALITATIVE UNITS OF SUBJECT MATTER

John E. Foster, *Chairman,* Dean of Summer Session, Ames, Iowa
William S. Whitford, University of Chicago (Art)[1]

[1] Words in parentheses indicate the department over which the individual serves as chairman of a sub-committee.

E. R. Downing, University of Chicago (Biology)
W. H. Lancelot, State Teachers College, Iowa (Chemistry)
R. L. Lyman, University of Chicago (English)
Raleigh Schorling, University of Michigan (Mathematics)
C. W. Hurd, Teachers' College, New York City (Physics)

COMMITTEE ON FUNCTIONAL UNITS OF THE CURRICULUM

Will French, *Chairman,* Tulsa Public Schools, Oklahoma
Thomas W. Gosling, Akron Public Schools, Ohio
R. P. Lindquist, Ohio State University, Columbus
C. L. Cushman, Denver Public Schools, Colorado
A. K. Loomis, Chicago University High School

COMMITTEE ON EXPERIMENTAL COLLEGE ENTRANCE UNITS

H. H. Ryan, *Chairman,* University of Wisconsin High School
M. H. Willing, University of Wisconsin
Harl R. Douglass, University of Minnesota

PUBLICATIONS RE-EDITING COMMITTEE

L. W. Webb, Chairman, Northwestern University
J. A. Clement, University of Illinois
C. O. Davis, University of Michigan
J. E. Foster, Iowa State College
M. H. Willing, University of Wisconsin

NOTE. The chairman of the five committees mentioned, together with the officers of the Commission (T. M. Deam, Joliet, Illinois and Will French, Tulsa, Oklahoma) constitute an official advisory committee to guide and supervise all activities of the Commission.

ACCREDITING INDEPENDENT SCHOOLS OF MUSIC AND ART

A Committee Report[1]

Your committee has held two meetings during the past year. The first of these, in November, 1931, followed as closely as possible upon the tabulating, in the office of the Secretary of the Commission, of returns from the rather comprehensive questionnaire sent out by the committee in the spring of 1931. This questionnaire was calculated to supply detailed information as to conditions and practices in schools of music, particularly within North Central territory, whether these are independent or operated as a part of colleges or universities. There are few independent art schools in our territory that are interested in degree courses or in accrediting by this association.

Fairly complete reports were thus secured from more than thirty schools representing a cross-section of North Central territory at its best. Among colleges of liberal arts, for example, only those had been approached which were well and favorably known for their affiliated work in music. All reports submitted have been studied with care by the committee, both in the meetings and individually, and this study has been supplemented by personal visits to some of the more prominent colleges and conservatories of music. A second meeting of the committee was held early in January at which the report here submitted was drafted.

At the November meeting the committee had the benefit of counsel from Dr. F. W. Reeves representing the Committee on Revision of Standards for this association. To the second meeting the committee invited representatives of various schools and associations and during the day held conference with the following: Dean H. L. Butler, Syracuse University; Director Earl V. Moore, University of Michigan; Director F. B. Stiven, University of Illinois; Dean Theodore Kratt, Miami University; and Dr. Wesley LaViolette of the Chicago Musical College.

It is apparent that both affiliated and independent schools serve three types of students:

1. Special students who may be carrying as little as one private lesson a week and have no interest in an organized curriculum or a degree. These are particularly in evidence in the independent schools.
2. Students in regular degree-curricula leading to the degree of "Bachelor of Music."
3. Students in regular curricula for training public school music teachers or supervisors, the degree involved being in either music or education.

A fourth group, not represented in the independent schools of music, is working for the degree in liberal arts with music as a major, pursuing this study largely for its cultural value.

It is equally apparent that the standards now in force for colleges in the North Central Association contain various requirements which could not possibly be met literally by even the strongest of the independent schools of music. Among these are the standards on faculty training, number of departments, endowment and assured income, library, etc. There are other factors not covered by the standards which need special consideration, such as the commercial interests of these independent schools, their overwhelming preponderance of special students, their rather casual treatment of the requirement of general studies in their curricula, and their gen-

[1] Made to the Commission on Institutions of Higher Education, March, 1932.—The Editor.

eral inexperience in the direction of courses leading to degrees.

Yet your committee through its investigations became more and more convinced of two things: (1) that some of the criticisms just suggested could be applied with equal force to departments and conservatories of music operated by colleges now members of this association and therefore fully accredited by the association in all particulars; and (2) that a number of these independent schools and colleges of music are doing work of the highest type in the several fields of music and are making a sincere effort to operate a thoroughly organized curriculum leading to the bachelor's degree in music. Their degree-graduates nevertheless are placed at a decided disadvantage in various localities when seeking positions in colleges or in public school work since the institutions from which they have been graduated are not members of the North Central Association.

The committee was first instructed to consider the advisability of setting up distinct or additional standards which might be applied to independent music and art schools, and in the event that it looked with favor on such a plan to proceed to draw up a set of special standards and recommend them to the Commission. This objective was in our minds when the questionnaire was prepared and circulated to afford a larger basis of information. It was still before us at the last annual meeting of the Commission.

In later discussions, however, it became apparent that the general committee on revision of standards was working definitely toward something subjective, and that the "criteria" which might be agreed upon during the next five years would represent an entirely different approach to the whole problem of accrediting. We were convinced of the futility of attempting a set of standards within the field assigned us which would either be out of harmony with this new movement or would feebly try to anticipate it.

Five years would seem a long while to ask these independent schools of music, if deserving, to wait for our consideration, merely that we might make up our collective mind as to what standards really are. In the meantime the committee feels that in the process of admission by survey we already have the machinery to deal with these independent colleges as special cases, just as has been done with various other institutions. Accordingly we offer the following recommendations and ask that the committee be now dissolved.

1. Pending the adoption of the new criteria for college membership in this association, we recommend that the privilege of consideration and admission on survey be extended to independent schools and colleges of music or art which may make application for this survey and pay the stipulated fees. In order that this consideration may be fair to all we further recommend that, so far as possible, the same survey committee be utilized in studying all these independent colleges that apply, and that one member of the committee be a man of national repute, professionally, in the field of music.

2. In view of a fairly general intimation that the instruction in music offered by a number of colleges now in the North Central Association needs a thorough investigation, we recommend that hereafter such investigation be emphasized in connection with all triennial reports. It is suggested that an additional blank be employed as in the case of the library study.

Respectfully submitted,

A. H. Upham, *Chairman*
W. F. Cunningham
O. R. Latham
Walter A. Payne

THE SUPER-UNIVERSITY[1]

ALEXANDER G. RUTHVEN
President of the University of Michigan

I AM using the term "super-university" as the title of this address merely to direct attention to the evolution which is taking place in institutions of higher learning. The word is unnecessary except for this purpose, since the term "university" is sufficiently broad in meaning to include all of the activities which it will represent for some time to come.

NATURE OF FUNCTIONS

The scope and functions of the highest school in our system of education are now undergoing attempted redefinition. Both educators and laymen are busy telling the world what the university should be and what it should not be. Strong differences of opinion are apparent: It should emphasize culture or stress professional training. It should compel the student to maintain certain standards of performance, both scholastically and personally, or permit him to develop according to his own desires. It should sacrifice everything else to instruction or recognize research as a major objective. It should limit instruction to those students who can live on the campus for the time prescribed by a rigid curriculum or extend its teaching facilities to those who find it necessary to be otherwise engaged while acquiring an education. It should attempt to train students only during the period of from four to seven years after graduation from high school or give some attention to adult education. It should assist adults in problems of material concern to them or refuse to give expert advice. It should attack practical problems or only encourage so-called pure research.

The literature embodying arguments on these and similar educational policies on which there is disagreement is so voluminous that it is impossible to cite it in detail in a short paper. Fortunately, however, it is unnecessary to follow closely the many controversies over the proper sphere and policies of the university. These will never be settled by balancing arguments upon the legitimacy of particular functions, and, educators being for the most part independent thinkers, individual schools will continue to be developed more or less heretically. While universities will thus probably, and perhaps preferably, never conform to a single pattern, it should be observed that many of the differences in policies and practice depend just now upon the point of view adopted as to the importance and place of extramural activities, including extension work, adult education, and service. The functions included in this general field may appropriately be considered with care both because of their apparent importance and because attempts to define our modern universities should not consist of efforts to fit these institutions to a Procrustean bed of preconceived notions, traditions, and the ideas of persons too myopic to appreciate in full their possibilities of usefulness. No study of universities that ignores the resources of the plants and the multifarious needs of society can provide dependable results.

CULTURAL AND PROFESSIONAL TRAINING

Admitting that an objective of the university is to educate youth, we must

[1] An address delivered before the Association at the time of its meeting in Chicago, March, 1932.

recognize that this training is designed to prepare men and women for life in the world as it is to be, and that life is living as well as being. In other words, it is futile to attempt to prove that our universities should exist for the sole purpose of training scholars or of providing a cultural background for others. One cannot distinguish sharply between cultural and practical training. Erudite investigators in every realm of knowledge are important to human welfare, but they constitute only one group in our social order and they are really practitioners. Indeed, true culture cannot be separated entirely from pursuits. A cultured man or woman without a business, if such a person exists, is like a flowering weed—possibly beautiful, but out of place.

It is true that ridiculous mistakes in emphasis have been made in introducing the objective of vocational competency into our universities. Institutions have even been guilty of giving academic credit for proficiency in skills which only need to be practiced to be learned, but to insist that vocational training should not be offered by universities in every necessary field of human endeavor, cultivation of which requires both an intimate knowledge of subject matter and a historical background, is impracticable. One may be excused for smiling at the inclusion of dressmaking and canoeing in a university curriculum, but logically he cannot object to departments of forestry, pharmacy, journalism, and business administration, and at the same time admit the traditional schools of law and medicine. Subjects of instruction proper to the university are those which provide a strict and regular mental and moral training comprehending the communication of knowledge, the cultivation of manners, and the regulation of practice. Thought cannot be divorced from action, and in curriculum-making the question of practicality is inconsequential.

INTRAMURAL AND EXTRAMURAL INSTRUCTION

Anyone familiar with the conditions in the college understands the handicaps common to many students. Among these are inability to pay the full tuition at the beginning of the school year, the necessity of negotiating loans and of securing part-time employment, and the inability of some individuals to remain in school for four or more consecutive years. To conclude that no assistance should be given to such underprivileged students is to imply that opportunities for youth should be limited to individuals in a financially fortunate position. This thesis can scarcely be defended, and unless it can be one cannot argue cogently against a program of extramural education for those who cannot afford to attend the university for the prescribed periods of time.

No one will deny that the student will obtain less from any series of extension courses than he would get by taking these courses on the campus, but this is no excuse for denying him such advantages as he might receive from instruction brought to him. It must be admitted that the tendency to give extension courses which will attract students and thus increase the size and income of the university has been all too common. The practice is to be deplored, but should not be allowed to obscure the value of the worth-while instruction that is now being given off the campus by many schools. When extension courses carefully maintain the ideal of progressive instruction designed to promote the intellectual growth of the student—an ideal which is fundamental to any real university—their designers are but extending the practice of the best schools of refusing to admit that brains and opportunity to develop them are restricted to those persons who have adequate means.

Whether the cultural or practical, or

both as we insist it should be, education does not end with college. Organized and supervised study may be, and indeed too often is, abandoned with the last examination, but at least learning by experience continues. While it will always be true that "The gain of experience is the choicest fruit and the most valuable acquisition that man can obtain on the stage of creation," after as well as during college study may greatly decrease the cost and time entailed in learning by the trial-and-error method. If the university may appropriately supervise study during and even prior to the college period, it is difficult to see why it may not as justifiably take an interest in the welfare of its graduates to the extent of aiding them in continuing their intellectual growth. Particularly is this deduction logical if alumni are expected to lend their assistance in the educational efforts of their schools. In these days of rapid increase of knowledge it is a foregone conclusion that even with the aid of experience the graduate will find it difficult to keep up with the progress in his special field of endeavor. He will always be able to use to advantage the aid which his university can give him, and it is a narrow view of the functions of those institutions which would forbid him their help.

But the alumni are not the only adults who have an investment in the university and who can and should use the facilities of the institution to conserve the time consumed in learning. It has become evident that for our citizens generally the time has come in the evolution of our society when "we should aim at every adult person in this country an education which he cannot escape, and that when it has found its mark and hit him, will drive him from his reliance on passion and prejudice and make of him a citizen of the Greek kind." (Baker) Continuous education being a necessity, the university, as the highest school in our system, is the one to which most adults must turn for instruction, and the institution is not doing its full duty to society if it does not recognize the education of adults as at least a legitimate function. The alternative point of view means duplication of effort and waste of facilities.

RESEARCH AND SERVICE

If we cannot separate professional and cultural training and adolescent and adult education, neither can we entirely divorce research and service. To know his world, man must not only increase his knowledge but he is also required to conserve his knowledge. The function of investigation is now quite generally granted to universities, and this function will never be seriously threatened even by privately endowed and industrial research organizations. Striking as factory-made research may be in its immediately practical results, it can never be a satisfactory substitute for the disinterested efforts of individuals searching out the ultimate ramifications of truth. The hope of our society is to be found in no small measure in the labors of scholars, imbued with a love of truth for its own sake, to extend the bounds of human knowledge in all directions regardless of results. It is only in the university that these labors can be carried on continuously through the years, and it is in the university that the results can be accumulated and preserved as a vast heritage for future generations.

The old discussion of the relative values of pure and practical investigation is obviously a quite fruitless one. All research is practical, and the only recognizable distinctions are in the material rewards and in the length of the period between the time of discovery and the time of application of a new fact or truth in the business of living. If we have learned anything in this scientific era it is that the length of the interval between discovery and application is unpredict-

able except when research is applied to a problem the solution of which is of immediate and material concern to us. I am well aware that much labor that is called research is not correctly so designated, but, setting aside the mere accumulation of facts as not properly research, it is difficult to see any real difference between an investigation of the laws of evolution and a study of the possibilities of an insect-carrier in poliomyelitis, or between a study of certain laws of physics and the contribution which a knowledge of these laws can make to the explanation and correction of defects in steel.

There is frequently, of course, a difference between researches conducted with reference to a concrete end and those which presumably have only a potential value, in the material rewards which tend to accrue to the individual and the institution. I submit, however, that this difference is incidental from the university viewpoint, much as it may affect individual workers. There are just two criteria for the university to set up for judging the appropriateness of an investigation. First, is it research? That is, does it have possibilities of extending the realm of human knowledge by providing generalizations from which may be deduced the explanation of other facts? Second, are the results to be public property? The aim of the university is to aid society. The benefits to be derived from its investigations should be shared by all, not be given exclusively to individuals to be exploited at the expense of others or of the group. Whenever these two questions can be answered in the affirmative a problem may be taken up without apology, and the question of material rewards may be treated as a problem of administration and nothing more.

This conception of research and its place in the university inevitably leads to the conclusion that it does not affect the nature of a problem to be presented by a person who is not a scholar, and that consequently it cannot be fundamentally wrong for the university to attack any subject presented to it, whether it be submitted by scholars, private individuals, business concerns, or in fact any organization, if it is a problem whose solution will require real, and not pseudo, research. This is a part of the extramural service which some schools insist upon providing for their clientele. Another allied phase of this service is the providing of information from the knowledge and experience of the members of the faculties and the storehouse of information represented by the laboratories and libraries of the institution. While theoretically well marked, practically the boundary between investigation and the furnishing of information is hazy and easily lost. Fortunately it is not necessary to observe it. If the university is concerned with the welfare of adults then it may certainly, and with propriety, give to them the advice which does not entail new researches, as well as the benefits of instruction and research. It is only necessary to observe that the university, being an organization of society, its advice, like the results of its investigations, must be made available to anyone who desires aid. For the university, as well as for the individual, service should become an aristocratic tradition.

CONCLUSION

In short, the areas of interests have widened for the university, and several of them are projecting themselves beyond the college walls. The institution cannot decently become intellectually exclusive. It has, in the words of President Butler, "come to occupy a position of singular responsibility and authority. Dealing as it does with the conservation, the extension and the diffusion of knowledge, the university stands apart from every other institution and agency of man's eco-

nomic, social and political life, while serving and conserving each one of these. The university is only incidentally and accidentally a school. It is primarily and chiefly a society of scholars who by reason of special capacity, special training and special opportunity become in their generation the conservators of that knowledge which represents human achievement at its best and the agency for the extension of that knowledge into new fields of interest and endeavor, as well as the means of diffusing knowledge over steadily widening areas of human interest and human action." Specific applications and techniques and social service in the broad sense cannot be ignored, and the conclusion can be defended that "a fair and discriminating association of theory and practice, with an approach toward application in upper college years, is sound common sense."

I can with some certainty anticipate one criticism of the conclusions I have expressed. It is that this viewpoint would extend the university until the institution would be in danger of becoming thin and that *pari passu* the traditional major activity—the training of youth—might be relegated to the position of a mere side-show. I hasten to point out, however, that such a contingency, if it should arise, could be attributed correctly to poor administration. I am talking today of legitimate functions of the ideal modern, or, perhaps better, future university. All institutions will not be able to perform and stress equally all of the activities proper to universities as a group. Hampering conditions make administrators necessary, and the main task of university officers is to maintain a proper balance between, or emphasis on, functions,—a coordination which is to be determined in its details not alone by the facilities at the disposal of the institution, as is sometimes thought, but also by the relative importance of objectives as reflected by conditions. I am trying to say that the university as an institution is rapidly becoming the brain of society, that it should be nourished by the body-politic, and that it should never fail in its task of adjusting and directing the activities of society through any narrow conception of its sphere of usefulness. It serves the whole body, and throughout life should guide it, not selfishly, nor for the good of any part at the expense of another, but for the sole purpose of securing and insuring the welfare of society.

SIX YEARS OF THE QUARTERLY[1]

C. O. Davis, Managing Editor
University of Michigan

It was six years ago this month that the Association decided to supplant the old *Proceedings* with a new publication styled the North Central Association Quarterly. The first issue of this new organ appeared June 1st, 1926. The Quarterly has therefore just rounded out its sixth volume. During all that time it has been my pleasure to serve as Managing Editor in cooperation with six other members of the Association who together constitute the Editorial Board. It gives me pleasure at this time to review briefly the accomplishments of the Quarterly during the period mentioned and, in particular, to report on the conditions and work of the current year.

As is well known to all, the Quarterly comes from the press on the first day of June, September, December and March. During the past six years the publishers have been the Horton-Beimer Press of Kalamazoo, Michigan. This company has also served as the official agent of the Association for distributing the magazine and for handling all the reprints which have been struck off from time to time. Since orders for these publications come in at irregular intervals throughout the year and since it is difficult to know at the outset how large a demand there will be for them it has been found necessary often to keep type set up for rather long periods. This the company has very graciously done. It has also furnished storage space for surplus supplies and has executed orders as advised by the Editorial Office. The thanks of the Association are due the Horton-Beimer Press for these many services.

The Editorial Office of the Quarterly during the past six years has been located in the administration rooms of the School of Education, University of Michigan, Ann Arbor, Michigan. Here all copy is prepared for publication, all orders for subscriptions and reprints are received and transmitted, all account books are kept, and all miscellaneous correspondence is handled. To carry on these duties, the Editor has been furnished the services of a half-time secretary. For five years the work was done by Miss Flora Schieferstein; during the last year by Miss Miriam Highley, a junior in the University of Michigan. The appreciation of the Association is due both these young women for the faithful and painstaking services which they have rendered.

Perhaps it may be of interest to the Association to present here some gross statistics relating to the Quarterly during its history so far. Some of these are as follows:

During the six years of its existence, the Quarterly has carried a total of 3325 pages of printed matter. Classified somewhat arbitrarily this material has been distributed as follows: 106 pages devoted to Association Notes and Editorial Comments; 555 pages given over to lists of approved institutions, together with the standards of accrediting and the procedures and data used in arriving at decisions; 640 pages relating to curricular studies; 990 pages concerned with investigations and reports on topics other than curricular; 151 pages giving transcriptions of official stenotyped minutes of floor debates and discussions; and 883 pages dealing with what

[1] This report was presented to the Association in digest form at the time of its meeting in Chicago, March 17, 1932.

may be called miscellaneous matters.

During these six years, too, 33 sets of reprints of selected articles and studies appearing in the QUARTERLY have been struck off. These reprints have aggregated 25,200 copies and have comprised a total of 667 pages.

Financially speaking the facts relating to the QUARTERLY are also somewhat impressive. During the six years the cost of printing the QUARTERLY and distributing it to those on the regular mailing list has been $29,904.29; the cost of printing the reports has been $2301.72; while the incidental expenses have been: to Horton-Beimer Press for postage and stationery, $630.59; for incidental supplies for Editorial Office, $414.30. These figures however do not include the expense for clerical assistance—a sum that has averaged about $800.00 a year.

On the other hand the direct income to the QUARTERLY office during the six years has been $9517.53. This amount may be itemized thus:

From subscriptions, sale of Proceedings and single copies	$5812.41
From the sale of reprints	$3018.87
From the sale of Faculty Record Blanks	$ 686.25

Thus it is to be observed that the operating expenses of the QUARTERLY office are considerably offset by the income flowing through that office.

One perhaps may ask, What are the duties of the Managing Editor of the QUARTERLY? I think, however, the answer to the question may fairly be deduced from what has already been said. Editing copy, reading proof, attending to correspondence, and directing in general the interests and activities of the office take considerable time. But the most baffling problem the Editor has to solve is how to budget the material and the space in the QUARTERLY for four successive issues.

This problem is a real problem. In the first place the number and extent of the articles and reports that will be offered for inclusion in such an organ as the QUARTERLY during any given year is exceedingly problematical. Committees, as all well know, work by "fits and starts." At the outset of the year it frequently appears that little or much may be accomplished within a twelve-month period, but only as the work develops can one determine, with any degree of certainty, just what the final outcome will be. Hence, it is extremely difficult in March to judge accurately how much and what material may be available for publication one year later.

Of course, the work of the annual meeting, the lists of approved institutions, the standards for accrediting these institutions, the formal annual reports of Commissions, and other completed undertakings of the Association are definitely known in the spring. It is near the close of the year—when copy is being assembled for the December and March issues of the QUARTERLY—that the problem becomes somewhat acute. True, each month literally scores of letters are received in the Editorial Office asking for the inclusion in the QUARTERLY of notices, book reviews, articles, studies and other written material but all of these have to be politely declined. The QUARTERLY was established solely as the official organ of the North Central Association; it was never intended to be "just one more educational journal." Hence, the Board of Editors has very properly ruled that nothing shall be published in the QUARTERLY that does not relate directly, or at least very, very indirectly, to the work of the Association. Under this policy no doubt many worth-while articles that would be enjoyed by our members are returned to their writers. But the policy is defensible, although it does, as stated, often make the task of turning out a balanced QUARTERLY somewhat more difficult for the Editor.

In conclusion, let me say that last

spring when Dr. Edmonson, President of the Association, was about to start for Chicago to attend an Executive Board meeting, the Editor said to him, "In March, 1932, I shall have held the office of Editor of the QUARTERLY for a period of six years. I think probably I should decline to hold it longer. Kindly convey this thought to the Committee."

On Dr. Edmonson's return he said that the Executive Committee saw no particular reason for accepting my resignation at this time and indeed had urged me to continue. In fact the Committee offered to increase my salary by 100 per cent if I would retain the office. Since, however, the previous salary was (as are the salaries of all offices in the Association) exactly zero and since an increase of 100 per cent in the compensation still would amount to zero, the bait did not attract me. But there are other compensations in this world not computed in dollars and cents. Consequently, after thinking over the matter, I decided to "stand by." However, my resignation is filed, to be effective at the pleasure of the Executive Committee. I have no wish whatever to continue in office beyond the time that I can render adequate service to the Association or beyond the time that the Association deems it fitting for me to retire.

May I in closing take this occasion to express my appreciation to the Association, and in particular to the Editorial Board, for the fine spirit of cooperation and confidence that has been accorded me during the past six years.

I herewith subjoin a statement of receipts and expenditures for the past Associational year, March 1, 1931 to March 1, 1932.

STATEMENT OF RECEIPTS AND EXPENDITURES
NORTH CENTRAL ASSOCIATION QUARTERLY

March 1, 1931 to March 1, 1932

GENERAL STATEMENT

Receipts		
Subscriptions to Quarterly, sale of single copies, and proceedings	$1142.75	
Sale of Faculty Record Blanks	68.50	
Sale of Curriculum Reprints	317.73	
Check from Secretary's Account in payment of loan	10.00	
Carried forward, March 1, 1930	13.90	
		$1552.88
Expenditures		
Incidental office expense (see attached sheet)	$ 60.06	
Money sent to Treasurer E. H. K. McComb	1400.00	
TOTAL EXPENDITURES	$1460.06	
Bank Balance—Ann Arbor Savings Bank	86.82	
	$1546.88	
Returned checks	6.00	
		$1552.88

ITEMIZED STATEMENTS

		Check Number	Amount
1931			
April 10	Cash, Flora Schieferstein, for postage	1	$5.00
April 22	Postmaster A. C. Pack, Down payment on 1500 stamped envelopes	2	3.40
May 13	Flora Schieferstein, parcel post postage	3	5.00
May 26	Mayer-Schairer, Box and guide cards for subscription list	4	1.60
July 21	University of Michigan, supplies	5	10.97
Sept. 22	A. N. Marquis Company, office supplies	6	8.23
Oct. 2	O. D. Morrill, typewriter repair	7	1.25
Oct. 12	Burgmeier Book Binder, Refund on Bill (see letter 10-12-31)	8	.50
Nov. 12	Treasurer E. H. K. McComb	9	800.00
Nov. 25	University of Michigan, supplies	10	1.71
Dec. 26	Nation's Schools, 1 yr. subscription	11	2.00
Dec. 30	University of Michigan, supplies	12	1.70
1932			
Jan. 9	University of Michigan, telegram	13	1.20
Jan. 11	Educational Aid Society, Publishers Directory of Colleges and Schools	14	4.50
Feb. 1	School Executives Magazine, 1 yr. subscription	15	3.00
Feb. 19	Miriam Highley, to purchase stamps for mailing out questionnaire sent by President Edmonson	16	10.00
March 2	Treasurer McComb	17	600.00
	TOTAL		$1460.06
	Less money sent to Treasurer McComb		1400.00
	Total office expenditures of QUARTERLY for the year, not counting salary of secretary		$ 60.06

Dated at
Ann Arbor, Michigan
March 3, 1932

CALVIN O. DAVIS,
Managing Editor

AUDITOR'S CERTIFICATION

March 4, 1932

To Dr. J. B. Edmonson
President, North Central Association of
Colleges and Secondary Schools
University of Michigan
Ann Arbor, Michigan

In accordance with your request, we have audited the books of the NORTH CENTRAL ASSOCIATION QUARTERLY for the fiscal year ending on this date, comparing the receipts with the bank deposits and the cancelled vouchers with the bank withdrawals. We find the accounts of the QUARTERLY to be in exact accordance with the bank report, indicating a total receipt with amount carried forward March 1, 1931 of $1552.88, less total expenditures as of March 3, 1932 and returned checks of $1466.06, leaving a bank balance of $86.82 as of March 3, 1932.

Respectfully submitted,
(Signed) GEORGE E. CARROTHERS
(Signed) IRA M. SMITH

REPORT ON INSTUTIONAL EXPERIMENTS, 1932

For the past two or three years certain membership institutions of the North Central Association have been encouraged to conduct educational experiments of various sorts. Under the arrangements made each of these experiments was to be supervised by a committee of the Association. The following are the reports of the several committees as made to the Association at the time of the annual meeting in March 1932.—The Editor.

I. REPORT ON THE CORNELL COLLEGE EXPERIMENT

The chairman of your committee appointed to supervise the experiment at Cornell College requested T. R. McConnell, Dean of the College, to prepare a written report on the results of the experiment to date. The full statement sent by Dean McConnell is attached to this report.

In March, 1930, this Commission voted to approve the request of Cornell College to carry on for two years an experiment involving the ability of a limited number of students selected from the third year of high school to do work of acceptable college grade. The plan for conducting this experiment was approved in March, 1931, with the understanding that the two-year period should date from the 1931 meeting.

Selection of candidates was made on the basis of the Iowa High School Content Examination, and the English Training and Mathematics Aptitude tests of the Iowa Placement Examination series. Only four students were admitted this year from junior classes of high schools. All of these students made excellent records during the past semester. The College desires to continue the experiment, provided a larger number of desirable students apply for entrance on this basis next year.

The Committee recommends that the statement of Dean McConnell be accepted as a statement of progress and that the experiment be continued next year.

Respectfully submitted,
Carl E. Seashore
M. S. Hallman
Floyd W. Reeves, *Chairman*

Dean McConnell's Report

This report concerns the first group of students admitted under the approval of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools of an experiment of three years' duration in accepting as freshmen at Cornell College certain highly qualified students after three years of work in the high school.

Selection of candidates was made on the basis of composite scores on entrance tests used at the University of Iowa in September, 1930. It was decided, after conference with Dean C. E. Seashore of the University of Iowa, member of the reviewing committee appointed by the Commission on Institutions of Higher Education, not to accept any candidate whose composite score gave him a rank below the eightieth percentile of the University freshmen of 1930. The tests employed were the Iowa High School Content Examination, and the English Training and Mathematics Aptitude tests of the Iowa Placement Examination series.

Four students were admitted on this basis. The lowest score made placed the student at the eightieth percentile of University freshmen; the highest indicated a rank at the ninety-fifth percentile.

These students were given the battery of tests regularly administered to all Cornell college freshmen in September, 1931. Comparisons of their scholastic marks at the end of the first semester of the school year 1931-32 with other members of the Cornell freshman class who met the standard entrance requirements are based on scores from the Psychological Examination of the American Council on Education.

Student A (female) had the highest rank (ninety-fifth percentile) when compared with the University of Iowa freshmen as described above. On the Psychological Examination, she stood in the ninth decile of Cornell freshmen. Her raw score on this test was 211. Her grade point average for the semester was 2.43.[1] The average grade point standing of seven girls in the ninth decile of Cornell freshmen whose psychological test scores ranged from 208 to 215 was 2.25. The average grade point standing of all girls in this decile was 1.91. The average grade point standing of all students (18) falling in this decile of the intelligence test score distribution was 2.02.

Student A was excelled in scholarship among students in the ninth decile by only three of the 18 students in the group. Two of them were men, and the other a girl who is a member of the experimental group.

Student B (female) had the second highest rank on the test battery used for original selection. Her psychological test score was 198. Her grade point average was 2.87. All that kept her from an all-A grade record was a grade of C in the one-hour required course in physical education. The average grade point standing of the 11 other girls in the ninth decile was 1.91. The average grade point standing for all students in this group was 2.02.

Only one other student in the freshman class made a grade record as high as Student B. This girl was in the sixth decile of the intelligence test scores. As a matter of fact, Student B exceeded in scholarship the average standing of all students and of all girls whose psychological test scores threw them into the first decile of the distribution. The grade point average for all students in this latter group was 2.17, and for the girls in the group, 2.22.

Student C (female) ranked third on the original tests used for selection. Her psychological test score was 183, which placed her in the eighth decile of the distribution. Her grade point average was 2.06. Five girls in this decile whose psychological test scores ranged from 184 to 191 made an average grading point standing of 1.36. The average grade point standing for all girls in the groups was 1.31. The average for all students in the decile was 1.39. Student C's grade record was equalled or surpassed by two students in this decile, one a boy, and the other a girl.

Student D (male) ranked at the eightieth percentile of the 1930 University of Iowa freshmen. His psychological test score of 163 placed him in the seventh decile of Cornell freshmen. His grade point average was 1.43. The grade point average of seven boys whose test scores ranged from 158 to 169 was 1.47. His record was exceeded by four of the seven. The grade point average of all students in the seventh decile of the psychological test was 1.62. Student D's record was exceeded by four of the boys and six of the girls in the group.

The chief cause for the lower standing of Student D among the students in his decile was his grade in beginning French, which was D. All other grades were B, except for a C in physical education. It is interesting to note that this student made a relatively low score on the foreign language aptitude test administered to all students registered in beginning

[1] All grade point averages in this discussion are computed as follows: A = 3; B = 2; C = 1; D = 0; F = −1.

language classes. His low aptitude score, and his correspondingly low grade at the end of the first semester seem to be more due to inadequate language background that to lack of native capacity, although he had two years of Latin in the secondary school. Reports indicate, however, that this work was poorly done. His instructor in French reports poor mastery of the fundamentals of English grammar and structure. It is also interesting to note that two other members of this boy's family who have attended Cornell have exhibited decided lack of interest in, and even antagonism to, language instruction.

Some of the grade point comparisons given above are summarized in the following tabulation:

Student	Psychological Test Score	Decile Rank	Grade Point Average	Grade Point Average All Other Students in Same Decile	Grade Point Average All Girls in Same Decile	Grade Point Average All Other Boys in Same Decile
A	211	9	2.43	2.02	1.91	
B	198	9	2.87	2.02	1.91	
C	183	8	2.06	1.39	1.31	
D	163	7	1.43	1.62		1.47

The adequacy of the social adjustments of the three girls in the group is reported on through the assistance of Miss Alice R. Betts, dean of women. The head residents of the dormitories where the girls live report that they can distinguish no difference from other freshman girls in the matter of adjustment to the life of the living halls or the general social life of the institution. The testimony of upperclass women living in the dormitories is to the same effect.

Student C has participated in more extra-curricular activities than the other two girls. The Dean estimates that she is in the upper one-fourth of the freshman class in social adjustment, due largely to native endowment and to previous environment as a minister's daughter. She was on the freshman hockey team, a member of the glee club, oratorio society, college choir, and one of two freshman members of the student social committee.

Student A ranked ninth in English in the Iowa Academic Contest sponsored in 1930 by the State University of Iowa. She had high school experience in journalism, in declamatory work, and in musical organizations. Student B had similar training in high school music organizations and in declamation. These two girls are not yet participating in extra-curricular activities in college, and have not been particularly urged to do so. They probably were not sufficiently talented to make more selective college musical organizations, and represent the type of interest which is likely to find expression a little later in the course.

Reports from the college nurse indicate that these students have had no need of college health services, and that one of the girls only has had one excused absence from classes on account of illness.

The social adjustment of Student D, as reported by the boy's father, who is Professor of Psychology in the College, is as follows:

"The experimental program has proved very successful in his case. He was not at all interested in high school work and he seldom studied. Since entering college his whole outlook has changed. He has devoted regular hours to study. In addition, he has been interested in all college activities. He was on the freshman basketball squad and recently passed the Red Cross swimming test for certificate as life-saver. He took part in one freshman intercollegiate debate. He has attended the college dances and parties. His personality has devel-

oped and from every angle the semester program has been a success."

II. REPORT ON THE JOLIET JUNIOR COLLEGE EXPERIMENT

Your committee, consisting of C. E. Chadsey, H. C. Morrison and John E. Stout, appointed to supervise the experiment being carried on in the Joliet Township High School and Junior College, made its report last year, indicating satisfactory progress in the work being carried on. The personnel of the committee for the present year is Thomas E. Benner, C. J. Anderson and John E. Stout. The committee submits the following report, covering the period subsequent to the date of the last report, for consideration and such action as may be deemed appropriate.

On February 26 John E. Stout, representing the committee, visited the Joliet Township High School and Junior College for the purpose of securing detailed information concerning the experiment being carried on. Conferences were held with the administrators of the school, Mr. W. W. Haggard and Mr. Thomas M. Deam, and also with the teachers of chemistry and American history, courses involved in the experiment. Syllabi of courses were examined and students' records checked to ascertain the nature of the content of the courses and the success of students as determined by achievement tests employed in the two courses.

In the course in American history the selection and organization of material seems to be in accord with the general practice in liberal arts colleges in which freshman college courses in this subject are provided. Registration in this course is limited to a group of students from the twelfth grade in the high school selected because of ability as shown by intelligence scores and achievement tests. On the basis of the information secured it seems evident that these students are doing this work of college grade satisfactorily, and from that point of view the committee feels fully justified in recommending that the experiment be continued for another year.

The content and procedures in the freshman college chemistry course are substantially the same as for the year 1930-31. Freshman college students and twelfth grade high school students, the latter selected on the basis of intelligence scores and satisfactory achievement, are registered in this course. The inspection of this work confirms the judgment of the committee expressed last year that the experiment is proving satisfactory and that the Association is justified in approving its continuance.

In the judgment of your committee these experiments are both sufficiently significant and successful to warrant the Association in approving an extension to fields other than chemistry and history. It is therefore recommended that if those in authority in the Joliet Township High School and Junior College desire to extend this experiment to include two other fields, that such extension be approved under some such plan of supervision as is now being employed.

Respectfully submitted
THOMAS E. BENNER
C. J. ANDERSON
JOHN E. STOUT

III. REPORT ON THE KANSAS CITY, MISSOURI, EXPERIMENT

The Committee appointed by the Commission on Institutions of Higher Education to observe the junior-college experiment in Kansas City, Missouri, received in February a report from Superintendent Melcher describing fully the progress of the experiment. On March 4 Professor Koos visited the Northeast High School where the experiment is being carried on. Professor Koos reports the staff in charge of the experiment as competent and the students as

serious in their work. He found the experiment being conducted with adequate safeguards and reviewed the carefully conducted testing program the results of which are recounted in the report rendered by Superintendent Melcher. A copy of Superintendent Melcher's report is submitted herewith.

The Committee recommends that Kansas City be authorized to continue the experiment in view of the success which has been achieved up to this time.

Respectfully submitted,
L. V. Koos
George F. Zook
Charles H. Judd

Superintendent Melcher's Report

This experiment in work at the junior-college level approved by the North Central Association in 1929 is in the second year of its operation. It will be recalled that the experiment seeks to shorten the period usually devoted to work of the high school and of the junior college by one year. The plan involves the elimination of duplications, the omission of materials that seem irrelevant, and the improving of techniques both in teaching and in study.

Of the one hundred seventy-six students who composed the first group in September, 1930, one hundred forty-nine began the second year's work in September, 1931. A new group of one hundred sixty entered the first year's work.

A year ago the report called attention to the testing program that had been set up. In September, 1929, the Otis Self-Administering Test of Mental Ability, Form A and six other standardized tests were administered. In May alternate forms of the six standard tests were given with a view to measuring achievement. The tests given in May were:

Iowa High School Content Examination, Form BI
Nelson-Denny Reading Test for College and Senior High School, Form B
Pribble-McCrory Diagnostic Tests in Practical English Grammar, Test II, Form C
Powers Diagnostic Latin Test, Form II
American Council Beta French, Form B
American Council Beta Spanish, Form B

In September, 1931, the incoming group took these tests:

Otis Self-Administering Test of Mental Ability, Form A
Iowa High School Content Examination, Form AI
Nelson-Denny Reading Test for College and Senior High School, Form A
Pribble-McCrory Diagnostic Test in Practical English Grammar, Test II, Form A

All members of the second-year group were required to take the Ohio Psychological Examination, Form 17. Members of this group who enrolled for European History were required to take the American Council Modern European History, Form A.

The first-year group will take alternate forms of the four tests given them. The second-year group will be required to take an achievement test of recognized merit.

The results of the first year's work as indicated by the standardized tests, other test results, the judgment of teachers, and the experience of students would seem to warrant a feeling of satisfaction on the part of all concerned. The enrollment of so large a number of the first group for the second of the three years' work and the enrollment of a new group of practically the same size as the first group seems conclusive evidence that students and their parents are interested and that they have confidence in the outcome of the experiment.

The students now in the second year of the experiment are being held to work of Freshman college rank. The work is being carried on in a well-equipped high-school building. The high-school laboratories have received additional equipment to meet the needs for instruction at the college level. The Physics laboratory received additional equipment for the

college work at a cost of $1735.00. Additional equipment for the Chemistry laboratory cost $400.00. The Biology laboratory received $900.00 worth of equipment.

A branch of the Public Library is maintained in the high-school building. Members of the experimental groups have free access to this library. In addition a special reading room has been provided for these students. Fourteen hundred volumes chosen with special reference to the needs of these students are available for use during the day and for withdrawal over night. Ample provision will be made for library and laboratory needs for more advanced courses.

The instructors feel that the present first-year group is doing better work than was done by the first group. This may be due in part to a better technique on the part of teachers and in part to a better preparation on the part of students. It is believed that still greater improvement is possible in the matter of previous preparation. Each incoming group will have the benefit of improved guidance and more rigid entrance requirements.

It is a matter of regret that the committee has not found it possible to visit Kansas City for the purpose of inspecting the work. It was hoped that some valuable suggestions might be offered as the result of such a visit.

IV. REPORT ON THE STEPHENS COLLEGE EXPERIMENT

During the month of February, 1932, one member of the Committee, namely, Professor Koos, visited Stephens College. The President of the College has submitted in writing material in addition to that supplied to Professor Koos. The following report is based on the statements of President Wood and the observations of Professor Koos.

It seems evident after five years of experience that it is difficult to secure at such an institution as Stephens College any large body of students during the last two years of the high-school period. The competition of the public high schools is so strong that only pupils who are exceptionally advanced or those who have for some reason fallen behind are likely to leave the public high school and register in such an institution as Stephens College.

The co-operation which was initiated two years ago between Stephens College and certain junior colleges in California has not been active during the year and has therefore not contributed during this period any modifications or any basis for comparison of scholarship records.

The research division of Stephens College has made a careful study of the records of students who have been registered in that institution during the past five years. The students who were taking courses to complete the high school were paired with college students of like general standing in the American Council psychological examination. The achievements of 186 pairs in orientation courses and of 225 pairs in other college courses were so nearly alike as to justify the following conclusion which is quoted from the report of the research department of the College:

> As a result of five years' experimentation at Stephens College, we are quite certain that with the students who are enrolled with us and under the conditions and limitations which we studied the problem there is no justification for the arbitrary line of demarcation between senior high school and junior college.

The full report from which this quotation is taken is filed as a part of this report.

The Committee of this Commission reports that Stephens College has fully and faithfully discharged its obligations and has taken proper advantage of the permission given to it by the Commission for experimenting with the possibility of combining high school and college work.

The Committee believes that certain phases of the experiment will be carried further, but that it is not necessary to supervise such experiments further. It, therefore, recommends that this report be accepted as a final report and that the Committee be discharged.

L. V. Koos
George F. Zook
Charles H. Judd, *Chairman*

Report of the Research Department

It has been pointed out by many writers that our present organization of secondary education has not been thought out with the idea of actually meeting student needs at different levels. So far as this concerns the organization of the junior college the controversy has been largely over the two year and the four year plan. For the past decade President James M. Wood of Stephens College has been an enthusiastic advocate of the four-year plan. In March, 1926, the North Central Association agreed to modify the prevailing arbitrary standards as they applied to Stephens College, and to give it the freedom to experiment with a four-year organization. A major problem of the experiment is to study the justification for the break or gap now existing between the last year of high school and the first year of the junior college.

The experimental subjects for this study included a group of students who had not finished high school and a group of regularly enrolled college students. There were two definite types of high-school students: first, those who had been either socially or scholastically maladjusted to their former environment; and, second, those who were very intelligent and to whom the educational opportunities of the four-year plan presented distinct advantages. As criteria used for the selection of the college students were mental ability equivalent to that of the high-school student, those college students selected were typical Stephens College students.

A critical study was made of the accomplishment of these two groups of students in Orientation courses which were made up predominately of high-school students and in regular college courses in which college students were in the majority. All comparison between high-school and college students were made separately for regular college courses and for Orientation courses, thus making possible a study of differences in the two types of courses.

In order that the comparisons between the two groups of students might be on as much the same basis as possible, they were studied by pairing according to their mental test percentile, a high-school student with a college student who was in the same class. Every year the American Council Psychological examination is given to every student in Stephens College. National norms are regularly published for these tests. The mental test percentile used was derived from the administration of this test. Because of the inequality in number of the high-school and the college students, because of the loss of certain records and because of the lack of records for one semester of the five-year period, it was possible to secure only 186 pairs of students in Orientation courses and 225 pairs in College courses, thus making 411 pairs.

In spite of all attempts to make the two groups exactly alike in mental ability a slight but statistically insignificant advantage was given to the college students. This may be accounted for by the fact that a range of five points in variation was allowed in the pairing. As shown in Table I, the total difference in favor of the college students amounted statistically to 2.58 percentiles in the Orientation courses and to 1.44 percentiles in the regular College courses and the difference in mental ability was less than in the Orientation courses.

Age was not considered in the pairing. Later investigation revealed, however, that the high school students were at least 14 months younger than the college students. (Table II shows the difference in the average ages.) The difference was greater in the Orientation courses than in the regular college courses.

With these students equally paired as to mental ability and with the preceding data available as to the influence of both mental ability and age on scholastic success, a comparison was made of the grades of the two groups. All grades were interpreted by numbers with the highest grade "E" called an "11," "E–" a "10,"

TABLE I

COMPARISON OF THE AVERAGES ON THE MENTAL TEST PERCENTILES OF HIGH-SCHOOL AND COLLEGE STUDENTS ENROLLED IN ORIENTATION AND REGULAR COLLEGE COURSES

MEASURES	ENROLLED IN ORIENTATION COURSES		ENROLLED IN REGULAR COLLEGE COURSES	
Averages of Mental Test Percentiles of the High-School Students	28.12	1.75	33.09	2.00
Average of Mental Test Percentiles of the College Students	30.70	1.88	34.53	1.87
Difference	−2.58	2.55	−1.44	2.74
Experimental Co-efficient	−0.36		−0.19	

TABLE II

COMPARISON OF THE AVERAGES ON THE AGES OF THE HIGH-SCHOOL AND COLLEGE STUDENTS ENROLLED IN ORIENTATION AND REGULAR COLLEGE COURSES

MEASURES	ENROLLED IN ORIENTATION COURSES	ENROLLED IN REGULAR COLLEGE COURSES
Averages of Ages in Months of High-School Students	205.23	207.60
Average of Ages in Months of College Students	223.85	221.68
Differences	−18.62	−14.08

By means of partial correlation it was found that both age and mental ability influenced the scholastic success of high-school students more than they did that of college students. This is especially true in the regular college courses.

Age, however, is a relatively unimportant factor in the predicting of grades (as is shown in Table IV). The only place that age has any real significance, in comparison with mental ability, is with those high-school students who are enrolled in Orientation courses.

"S+" a "9," "S" an "8" and so on down the scale. The comparison shows definitely and consistently that the difference in the scholastic success of these high-school and college students was not statistically significant. The slight difference which favored the college students might be explained by the data in Table I which showed that there was a slight difference in the mental test percentile which also was in favor of the college students. It may also be seen by comparison that just as the difference in the mental

test percentile between high-school and college students was almost twice as great in the Orientation courses, the difference in the average grade was about twice as great in the Orientation courses. The differences were studied both with and without a consideration of the credit weight of the course being considered.

work done at Stephens College were questioned. Fortunately fact indicates that a grade at Stephens College is a very good absolute and relative indicator of success in higher institutions of learning. A comprehensive study of graduates of Stephens College indicated not only a high (if we were to consider at-

TABLE III

RELATIVE POTENCY OF AGE AND MENTAL ABILITY FOR THE PREDICTION OF THE GRADES OF HIGH-SCHOOL AND COLLEGE STUDENTS ENROLLED IN REGULAR COLLEGE AND ORIENTATION COURSES

GROUP OF STUDENTS	PERCENT THE ERROR OF PREDICTION IS LESS THAN THE STANDARD ERROR OF THE GRADE DISTRIBUTION	
	Enrolled in Orientation Courses	Enrolled in Regular College Courses
High-School Students ..	10.71	16.33
College Students	4.16	8.53

TABLE IV

RELATIVE WEIGHTS OF MENTAL TEST PERCENTILE AND AGE IN MONTHS FOR THE PREDICTION OF GRADES OF HIGH-SCHOOL AND COLLEGE STUDENTS ENROLLED IN REGULAR COLLEGE AND ORIENTATION COURSES

GROUP OF STUDENTS	RELATIVE WEIGHTS			
	Enrolled in Orientation Courses		Enrolled in Regular College Courses	
	Mental Test Percentile	Age in Months	Mental Test Percentile	Age in Months
High-School Students	56	44	95	5
Regular College Students	88	−12	93	17

As a proof of the reliability of the sampling of this study of the comparison of average grades, one half the pairs in both the college and the Orientation courses were selected at random and compared. The results were essentially and practically the same as those obtained when the entire number was used. (See Table VI)

The results of this entire study could be much discounted if the standard of

tenuation factors) .62 correlation with grades at Stephens with these in the schools to which they later go but also that the grades received at Stephens College were actually lower than those received by the same students later in the higher institutions of learning. Table VII shows this fact.

There were several limitations to this study. First, the sampling was not completely representative of students in the

grades included in this study. As we have shown, the mental test percentiles were low. Since Stephens is a college for women, only women subjects were used for the experiment. Only one school and one set of teachers was represented. Second, the factor used for pairing, the mental test percentile, might not have been valid. While we have shown that age is not a highly significant factor, its consideration along with the mental test percentile might have been justified. Third, the exclusive use of grades as a measure of success limits the results. Many will agree that there are criteria for success other than those of grades. This cannot be denied but at the same time, it would be agreed that no other single factor could be considered as more important. Fourth, a more elaborate description of

TABLE V

COMPARISON OF THE AVERAGES OF THE GRADES MADE BY HIGH-SCHOOL AND COLLEGE STUDENTS ENROLLED IN REGULAR COLLEGE AND ORIENTATION COURSES

(Grades weighted according to Semester Hour Value of Course)

MEASURES	ENROLLED IN ORIENTATION COURSES N = 186		ENROLLED IN REGULAR COLLEGE COURSES N = 225	
Average Grade of High-School Students	5.28	0.19	5.23	0.18
Average Grade of College Students	5.96	0.18	5.54	0.16
Difference in the Averages	−0.68	0.26	−0.31	0.24
Difference Divided by 2.78 Sigma Difference	−0.94		−0.46	

TABLE VI

COMPARISONS OF THE AVERAGES OF THE GRADES MADE BY HIGH-SCHOOL AND COLLEGE STUDENTS ENROLLED IN REGULAR COLLEGE AND ORIENTATION COURSES WHEN THE ENTIRE VS. ONE-HALF THE GROUPS ARE STUDIED

MEASURE	ENROLLED IN ORIENTATION COURSES N = 186		N = 93		ENROLLED IN REGULAR COLLEGE COURSES N = 225		N = 112	
Average Grade of High-School Students	5.28	0.19	4.93	0.24	5.23	0.18	5.37	0.28
Average Grade of College Students	5.96	0.18	5.86	0.27	5.54	0.16	5.79	0.24
Differences in the Averages	−.68	0.26	−.93	0.36	−.31	0.24	−.42	0.37
Differences divided by 2.78 Sigma Difference	−0.94		−0.93		−0.46		−0.41	

TABLE VII

COMPARISON OF GRADES MADE BY STEPHENS COLLEGE GRADUATES WHILE IN STEPHENS COLLEGE WITH GRADES MADE BY THE SAME STUDENTS WHILE IN HIGHER INSTITUTIONS OF LEARNING. GRADUATED 1924–28. N = 519

LETTER GRADES	PERCENTAGE OF CREDIT HOURS WHICH WERE OF EACH GRADE	
	Stephens' Grades	Higher Institution's Grades
E	7	12
S	31	35
M	52	41
I	10	10
F	0	2

the nature of the group studied might have revealed some important facts. Fifth, a more complete record including success in college and later life might have been valuable. Although these limitations preclude quite definitely much generalization from these data, they do not vitiate the results to an extent that might be considered crucially important.

As a result of five years' experimentation at Stephens College, we are quite certain that with the students who were enrolled with us and under the conditions and limitations which we studied the problem there is no justification for the arbitrary line of demarcation between senior high school and junior college.

V. REPORT ON THE TULSA EXPERIMENT

Significant advances have been made during the past year in developing the Tulsa Experiment, designed to do eventually fourteen years of general education in twelve. In conformity with the policy of curriculum development in Tulsa, a second major curriculum enterprise was completed last summer in the field of reading and language, following the mathematics development of the previous year. This coming summer the curriculum development agencies will turn their attention to the social studies program. These curriculum developments are mentioned because your committee believes that the problem of conserving student time and promoting continuity of educational effort is primarily a curriculum problem. Supporting the curriculum enterprises a system-wide testing program was this year introduced which is revealing both the capacities and achievements of the pupils in the various levels of the school system. The revelation of varying capacities and achievements is furthermore necessitating curriculum and classification refinements.

Tulsa has also introduced at the junior high school level the Cumulative Record Folder For Secondary School Students prepared by Dr. Ben D. Wood for the American Council on Education. Tulsa is committed to the introduction of a similar form at the elementary school level which will make for an early identification of pupil capacities and classification adjustments.

The Committee has noted with approval the careful manner with which the ground work for this experiment is being laid and cordially recommends a continuance of the experiment.

J. D. ELLIFF, *Chairman*
H. E. CHANDLER
H. G. LULL

VI. DISCUSSION IN CONNECTION WITH REPORTS ON EXPERIMENTS

Mr. Chairman and Ladies and Gentlemen: For some reason or other I have been asked to sit with the Commission and so, of course, have a very direct interest in the outcome of these experiments. In the second place, I have, on my own part, the most intense interest in what is happening here.

It must be perfectly apparent to anybody who is interested in noticing the relations between the present social criticism of the schools and the discontent among the schoolmasters that what

you are doing is an essential and important response to this troubled state of affairs. It doesn't matter how much science we dig up for the use of thinkers, the craftsmen in our profession will do nothing about these things until the adventurous mind has taken our new scientific knowledge and the skepticisms thereby created and put them into constructive experimental working forms. This is precisely what is being done in the set of experiments now going on. I am ready to give my most enthusiastic appraisal of what the North Central Association is doing. If I were to compare it with any other period in our American educational history that had as great significance as this movement promises, I would say that the outcome of what you are doing here is very likely to be as great or even greater than the outcome of the educational revival under Horace Mann and Henry Barnard.

The appeal then made was to social values and the distribution of educational privileges. There was some improvement in instruction, to be sure, but here you have an impetus given to it by the utilization of an objective technic, the scientific analysis of a situation, and then the attempt to put into constructive operative experimental forms.

There are a great many of us who for many years past have appreciated the waste and the ineffectiveness in education. Our appreciation, of course, hitherto has been focused largely upon the elementary school. The last decade of the last century and the earliest decade of this found its battle ground in the elementary field. The battle ground in the future is going to be in the field of secondary education, because already, as has been demonstrated here by these experiments today and by the numberless experiments going on in the field of higher education, the higher field in the triple system of levels is moving forward with great impetus.

I don't know that there is much more to be said except this, that it is going to be quite impossible, without such experimentation as you are doing, and without such careful analysis to the whole problem of standardization as is being carried on by your Commission and its Subcommittee on New Standards of Revision, to solve the problems of that battle ground of secondary education, particularly where it impinges on higher education, unless we have behind it the kind of data which the other fellow can understand, who hasn't been in the presence of the very convincing changes that are going on in these experiments.

I suggested that it is important for us to keep in mind that the problem is not merely an educational problem. We are face to face today with problems in the domain of economics and in the domain of sociology and politics that have got to be taken into account along with these educational experiments.

I am perfectly convinced in my own mind that we shall have to cut from one to two years out of the program in time for the brighter students, particularly if we are going to meet the social aspirations of the American people to give a higher quality and more advanced quality to liberal education. There are a great many questions of this type that haven't been faced. The rise of the junior college program and the saving of one or two years does not necessarily mean a reducing of the age of employment for the mass of American youth. It merely means you will carry them on two years further. Leisure is determined largely by an economic fact. It is far better to give a student education within the economic period of freedom and to run clear through, perhaps even through the senior college in many cases, than it is to squander his time on the way.

There has been an enormous amount of waste in American education. We know that in the elementary schools, and

we think we have a right to suspect it in secondary education.

Now, I want to give you every encouragement in the world, because I do believe this is a significant moment. I believe it is doubly significant because we have a significant technic. My own feeling is that when the report of the Commission that is surveying secondary education in Washington is issued, the leadership of this Association must be invoked in bringing together all the people who have a significant interest, into a group that will consider the findings of that Committee, because mere findings on a nation-wide scale are of no importance whatever unless the two things go with it that are the significant and effective accompaniments of research. Research is basic, but you have got to disseminate it. In the second place, you have to apply it, and you have got to measure the effects of the demonstration of these applications.

American people aren't very happy over the school situation at the present moment, but I think they are going to be happier by virtue of the things that you have started here. You have started with an open mind the adventurous willingness to experiment, and you are applying to it the best scientific technics that we have. In other words, we have gotten into a different plane than that of mere intuitive experimentation. The intuitive experimentalist is thoroughly convinced when he has worked out his hunch, but nobody else is convinced unless he has been on the scene.

The advantage of the procedure here is that your results are so objective that anybody can look at them and be equally convinced even if he hasn't been near the scene. I regard this as the greatest of all of our group enterprises, this series of experiments and demonstrations. This tolerance of mind which you have had toward these experiments is not the least of the spiritual triumphs of this Association.

Our great difficulty, if I may conclude with a historical note, is that we have had two great traditions in America competing with each other. One tradition has come down from the Middle Ages through the universities and colleges, which ran all the way down to the parson's study where he prepared them for the Latin school. On the other hand, indigenous to American soil has been the public school tradition; the one, intellectual and academic, and the other, however academic and intellectual it may have been in the beginning, social in its outlook. These two traditions have made a seam between the high school and the college. Most of the irritations in the educational profession are found around that seam. With the coming of the junior college and the pushing upward of the public school tradition two years higher, we now have two seams instead of one, joining the two pieces of tradition at these two points. That is why I was so much interested this morning because you are dealing with the spot where the hurdles are and where the wastages have occurred. Your range of experiments has been acutely selected, at least from the point of view I have, in that these experiments are right around the most troublesome spots in the whole situation where it seems to occur. There oughtn't to be any seams in education. God didn't put any chronological seams into the growth of a youth's life, but the schoolmaster has put them there, and it is the doing away with that seam, which is significant, and I congratulate you on what you have done.

I suppose, Mr. Chairman, that when we come back five years from now and measure what has been accomplished, you will be astonished at your own lack of optimism, no matter how optimistic you are at the present moment.

HENRY SUZZALLO
Carnegie Foundation for the Advancement of Teaching

REPORT OF THE COMMITTEE ON REVISION OF STANDARDS[1]

I. INTRODUCTORY STATEMENT

E. B. Stouffer, *University of Kansas*

As most of you know, this Committee on Revision of Standards grew out of a conviction on the part of this Commission that our standards were too mechanical and based too much on opinion and the further conviction that the standards might be improved. I think about three years ago this Commission authorized the appointment of a Committee on the Revision of Standards. The committee was appointed and organized something like two years ago and at its first meeting it became very evident to the committee that more information was necessary than was at hand. Consequently, an Executive Committee was appointed to go into the methods by which more information might be obtained. I should say that the original committee was one of fifteen members, representing the rather wide interests of the North Central Association, with two members, I believe, entirely from outside its territory.

The Executive Committee of five outlined a plan of study which was later approved by the whole committee. To carry out this study a smaller committee of three was appointed. We are to hear this morning from this Committee in Charge of the Study. President Zook is Chairman of that committee and we shall hear first from President Zook.

II. SOCIAL CONTROL OF HIGHER EDUCATION

George F. Zook, *University of Akron*

Institutions of higher education have been and are now established for the dual purpose of aiding individuals to develop their latent powers and of generating that leadership in political and social affairs which the people need for their own inspiration and guidance. While the people, busy and uninformed, go about their routine ways, the colleges and universities pioneer in a thousand new fields in search of that truth which emancipates the people. The colleges are the advance guards of civilization who constantly spy out and lead the people through the wilderness into the promised land.

Such is the traditional point of view as to the proper and usual relation of colleges on the one hand to the general public on the other. It has been sung since time immemorial in printed word and at innumerable college commencements until today few people doubt the beneficent and penetrating influence which the higher institutions have exercised and continue to exercise on the trends of national and social life both in America and abroad.

It would, however, be strange if the Government and the people in their turn did not occasionally have something to say concerning the conduct of the colleges. Whether, indeed, there may be occasions where not only criticism but even some regulation of the conduct of a college's affairs is justified in the interest of good public policy and thus ultimately of themselves is the subject of this discussion. In any case, recognizing the in-

[1] The following report was made to the Commission on Institutions of Higher Education at the time of its meeting in Chicago, March 17, 1932. It was presented in six parts as here given.—The Editor.

evitableness of attempts at such control, how best shall it be undertaken and under what auspices? Necessarily there are several answers to this question, including the so-called accrediting agency.

Fear of government in college and university affairs is an English tradition deeply embedded in historical experience. For centuries the royal charters of the English colleges at Oxford and Cambridge stood as strong bulwarks against royal injustice and petty interference. They have indeed a glorious history wherein faculty and students pursued the impulses of their minds, often at complete variance from both the popular and the governmental trends of thought, to the ultimate and lasting benefit of the English nation and its people.

Naturally, therefore, those who came seeking liberty of action and thought in the colonies brought with them a strong sense of the importance of liberty in college teaching, which they obtained in similar royal charters such as one finds at Harvard College, Yale College, King's College and Dartmouth College. In these and every other colonial college the same fear of government, increased by the unhappy experiences of the colonies with the mother country, persisted and deepened down to the Revolutionary War.

The Revolutionary War and the Constitution provided self government for the American Colonies, but they did not remove the danger of tyranny. To be sure, the Constitution did not confer upon the Federal Government central control of any field of education including college education; but in thirteen states, as many legislatures elected through limited popular suffrage seemed to possess extensive opportunities for arbitrary interference in the affairs of the colleges. The tyranny of the mob—the majority, if you will—is as real as the arbitrary actions of a monarch. So it seemed to the trustees of Dartmouth College in 1816 when the New Hampshire legislature attempted to pass a law regulating its affairs.

"It will be a dangerous, a most dangerous experiment, to hold colleges subject to the rise and fall of popular parties, and the fluctuations of political opinions. Benefactors will have no certainty of effecting the object of their bounty; and learned men will be deterred from devoting themselves to the service of such institutions, from the precarious title of their offices. Colleges and halls will be deserted by all better spirits, and become a theatre for the contentions of politics. Party and faction will be cherished in the places consecrated to piety and learning."

So thundered Daniel Webster in his concluding arguments before the United States Supreme Court in the famous Dartmouth College case more than 100 years ago.

The argument made a deep impression on the court. In the decision the Chief Justice, John Marshall, declared that "No man ever did or will found a college, believing at the time that an act of incorporation constitutes no security for the institution; believing that it is immediately to be deemed a public institution, whose funds are to be governed and applied, not by the will of the donor, but by the will of the legislature. All such gifts are made in the pleasing, perhaps delusive hope, that the charity will flow forever in the channel which the givers have worked out for it."

Remembering the sentimental appeal for liberty of teaching that went with the founding of each of the colonial colleges by the several religious denominations and the deep emotions that were stirred by the issue of freedom in teaching which seemed to be at stake in the Dartmouth College decision a century ago, it is difficult to resist vigorous applause for every effort at self determination and self government undertaken in our colleges and universities.

Yet nowhere in America does the voice of individual or institutional freedom speak with the same vigor or carry the same conviction as a century or so ago. The individual comes to realize that there are advantages to be had from social living even though he may have to surrender certain liberties. What is true of individuals holds equally true for institutions, both business and educational. The stern battle for independence of action which seemed so necessary then is often not impressive now. May I illustrate from personal experience? Well do I remember, in a previous stage of my existence, undertaking a piece of work jointly under the authority of the Federal Government and the State of Massachusetts. It would seem possibly that that should have been an impressive combination of authority. I tried to keep from abusing so great responsibility, but one day in the course of my duties I found it necessary to secure as quickly as possible a certain piece of information. I called on the telephone the librarian of a well-known institution whose charter goes back well into the beginning of things in Massachusetts and explained to him the situation clearly and politely. He listened and then laconically observed, "Well, you know this is essentially a private institution." I hesitated a moment and then said, "Yes, sir," and hung up the receiver.

The Dartmouth College decision guaranteed the liberties already granted or to be granted in college charters. As such it seemed a veritable rock of educational liberty. But it also served to warn the rising democratic sentiment that if it wished to make college education serve its purposes it must be careful to leave a way for future public opinion to express itself. Hence states began to restrict the liberties given to individual colleges in charters. In some instances legislatures placed authority relative to institutional powers in the hands of a board or commission. In others the state constitution specifically reserved the right to amend or modify the powers which may be exercised by colleges founded thereafter. Therefore, when the Berea College case came up for decision, the courts made a very different disposition of the matter. The authority of the state to regulate the affairs of the college was vindicated. Berea College was subjected to the social requirements of the people of Kentucky. There can be no doubt that the social philosophy behind the Berea College case is at least equally representative, and I believe more so, of the present genius of the American people than that so ably set forth by Daniel Webster more than a century ago.

Finally, the rapid extension of public higher education through universities, land grant colleges, teachers colleges, and now, junior colleges is merely another way of declaring the interest which the public has in the conduct of higher education as well as in all other phases of social life.

Theoretically and practically I accept a large measure of social control as both desirable and necessary. I will not say that I believe it is always wisely exercised—no manifestation of democracy is —but ordinarily I am convinced that it is wiser to guide it than it is to resist it.

There are innumerable cross currents in social life. The newspapers, the pulpit and the authors' guild also proclaim the truth not always in agreement with the teaching fraternity. The colleges and universities are set down in the midst of these conflicting currents of thought and feeling. They soon come to realize, or should, that while they are radiating influence and character into the body politic, they are themselves subject to popular movements and subtle social forces the significance of which they sometimes fail to understand and with which they may therefore have little sympathy.

I do not believe, therefore, that it is any more possible for a college or university to live in "splendid isolation" than it is for a country or for an individual to do so. Changes in national economic circumstances, reorganizations in the program of secondary education, modifications of popular social philosophy play an unending tattoo on all social institutions including our colleges and universities. Ultimately upon every one of them public opinion leaves its impression; and each goes about the business of responding to it, some sooner, some later. One must, therefore, accept, I am convinced, a large amount of social control in all forms of higher education.

Granted, but does it necessarily follow that social control shall be equally restrictive in all forms of higher education? Is it not clear that there is more public necessity for restraint of liberty in connection with the several forms of professional and technical education than is necessary or wise in the wide field of liberal education? I subscribe to this belief. The practice of a profession is society's affair. The practice of a liberal education is largely, though not exclusively, the individual's affair. A liberal education is partially for the satisfaction of individual wants of little or no concern to society in general or to any other individual. On the other hand, what is taught in the medical or dental curriculum affects the very lives of individuals. The law school cannot exist for a day without discussing great problems of human relations which are vital to our social existence. Hence we accept with little question legal restraints in most fields of professional and technical education which do not seem to us necessary or desirable in the field of liberal education.

There are, therefore, some leaders of educational thought who question whether there is any real necessity for legal control or for control of any type of liberal arts colleges and universities. Those who hold to this belief fail to keep in mind the sordid history of "diploma mills" in this country. Very few states have been spared this demonstration of chicanery in the name of educational liberty. I have often wondered what Daniel Webster and John Marshall would have thought if they had read the following advertisement which appeared in a Washington, D. C., paper several years ago:

"We can legally incorporate you a school for anywhere. You can teach and confer degrees. The United States Incorporating Company, 1917 Seventh Street, N. W., Washington, D. C."

Perhaps in the light of a few such illustrations as this, even they might admit today that in the public interest there is something to be said in favor of some limitation on the liberties which institutions may exercise.

I presume that all of us believe that fraudulent abuses in collegiate education should be eliminated. There is need for a sanitary commission, as Chancellor Capen admits, but what is there to be said in favor of regulations or standards beyond that point?

I have already stated that society has demands to make on all institutions in its service, including colleges and universities. Whatever their legal rights, they must respond to these demands in some degree sooner or later. But society is not ruthless in its demands; it is lenient, particularly in these days when going to college has become a way of gaining social respectability as well as intellectual acumen. All social institutions, including colleges and universities, both those which are weak as well as those which are independent financially can and often do deteriorate in vigor and perspective. They do not always keep keenly alive to their responsibilities. They need frequently to be jarred loose from any self-satisfaction with which

they may be seized. Whatever, therefore, can be done constantly to keep an institution abreast of its responsibilities, whatever can be done to stimulate an institution to take successive steps forward and upward should be done by legal authority or voluntary accrediting association. I am convinced, therefore, that we are not merely interested in certain minimum standards for colleges which, if complied with, dub an institution as respectable. Our real problem of the future is to apply the stimulation of best and accepted practices to institutions some of which are fully able but which may be indifferent to what is really going on in the world round about them. There is indeed a much greater field for this kind of effort than most people realize.

But suppose that accepted practice which is a stimulus to the inferior college becomes nothing short of a barrier to the progress of those who wish to venture forward into uncharted fields. The answer is immediately that this should not be allowed to happen. By this I do not mean to approve every variation from the norm. We all know that all change is not progress. There are today many things going on in the field of higher education calling themselves experiments which are not well conceived and which are not likely to benefit the institutions themselves or anyone else. But let us remember that one of the first marks of any good institution is its ability and willingness to modify its program in the face of new scientific and social conditions. Any institution which has the foresight and the willingness to engage in a well-conceived educational experiment should receive credit and not penalty at the hands of any legal or voluntary agency dealing with it. In fact, one of the most appropriate standards for any institution of higher education might well read: "The college should be constantly engaged in a virile program of self-improvement." The absence of such a program is one of the surest indications of deterioration. Everything indeed should be done to encourage and reward progress in higher institutions.

I have stated that society needs a way or ways of making its needs and conclusions articulate to the colleges. Is this not the task and responsibility of the governing board authorized by the charter or the law establishing the institution? Upon them public opinion beats continuously, and the fact that they do not always pursue a course of action exactly in line with the apparent demands of society at the moment may ultimately prove both wise and farsighted. This assumption is correct, and I for one believe that college educators have been altogether too remiss in appreciating and acknowledging the days and years of unselfish attention which thousands of men and women have given to the institutions in whose service they have enlisted as members of boards of trustees. Some institutions have been blessed through a long history with many wise members of the governing board. All have been fortunate in securing at least a few such persons. But after all has been said in praise of governing boards that can and should be said, is not the story of the way in which they have interpreted the needs of American life to the college authorities generally a very disappointing one? Governing boards have, as everyone knows, a long catalog of sins—mostly sins of omission—which might be paraded at length; but I will refrain from elaborating on the obvious. I wish merely to have you join with me in concluding that as interpreters of their constituency and of American scientific and social life, governing boards fall far short of their opportunities and responsibilities. Obviously society needs other means of interpreting itself to the colleges.

The regular and final method which

the American people use for the expression of their views on education as well as all other matters of common concern is the law. Year after year state legislative mills, composed of the elected agents of the people, grind out volumes of laws among which one sometimes finds a law dealing with higher education. Occasionally in the mass of this state legislation one finds real trends of policy not always in line with the desires of educational administrators, as, for example, the increasing centralization of the administration of public higher education within the states. In some of these matters the state legislatures have been wiser than college administrators and boards of trustees combined. State legislatures as a means of expressing public opinion about higher education are not, therefore, a complete failure. They certainly have not been guilty of all the apprehensions of Daniel Webster. But as everyone knows, for the most part they usually register the convictions of interested groups of people who besiege the legislature for legal recognition of their desires. In general, formal legislative law is not a successful method of keeping the colleges abreast of public needs and desires. Legislatures are too far away from and too little acquainted with the problems involved to give a great deal of intelligent attention to them. As a means of preserving quality of work within institutions, they are, except in minor instances, a total failure. Even when evident good is accomplished temporarily by writing standards into the law relative, for example, to the endowment required of a college or the requirements for preparing students to enter the professions, including teaching, these standards soon prove to be inadequate or, worse, out of date.

The best that the law can do for the colleges, therefore, outside of legalizing the establishment of their governing boards, is to authorize the creation of public officials who have power to set up certain requirements for the maintenance of proper standards of college work. Often this is done indirectly, because of the presence of old charters granting extensive privileges, to the colleges, by setting up a requirement that individuals who wish to qualify for entrance into the professions or into teaching must have completed courses of study in institutions possessing certain facilities. The regulations of state authorities are much better than formal legislative law because regulations can be and generally are more flexible than statute law. Furthermore, the officials who make them are closer to and understand the problems better. They may even, indeed in some instances often do, carry on extensive study of situations before issuing their decrees; or they may lean heavily on the advice of accrediting agencies or of the colleges themselves both as to types of standards and lists of institutions.

Somehow, another incident comes to mind which seems to illustrate what I mean. A state superintendent of schools from one of the southern states appeared in my office in Washington ten or twelve years ago. He was much disturbed because it had become necessary for him to make up a list of colleges in the state from which the state might safely accept graduates for teaching positions. On what basis should he proceed to make up such a list? I asked him if he had consulted the colleges themselves as to what they thought of the matter. It had not occurred to him. He thought the idea might be both sensible and feasible. He hastened back, called together representatives of the colleges at his office, presented the problem to his representatives, sat down with them in conference and together they worked out the basis on which the colleges of the state might be accredited for teacher training purposes. So far as I know, they have lived together happily ever afterwards.

The answer to the question, therefore, as to who shall make the legal regulations under which institutions may operate is that state authorities should do so in conference with the representatives of the institutions themselves. To be sure, state authorities can scarcely surrender their legal authority and responsibility; but their actions and conclusions can be and should be determined only after mutual conference and concessions.

Unless such a program of mutual cooperation is adopted, the state authorities dealing with higher institutions are subject to the same enervating influences, growing out of a monopoly of authority, that can afflict the colleges themselves.

May I illustrate. A good many years ago a number of standards for higher institutions, some of them it must be confessed sounding much like those now in use by the North Central Association, were set up in the state of New York. I doubt not but that they have done a great deal of good. But that does not happen to be the question before us at the moment. A good many years later—in fact only a short time ago—the New York state authorities finally became aware of an educational innovation known as the junior college. They were vigorously importuned to recognize the existence of this new institution. They could not do so without describing it in terms of college standards then in use. The new institution was a college—its name said so—but instead of doing four years of work it did only two. Inasmuch, therefore, as it is only half a college, it should have exactly one-half the endowment, one-half the income, one-half the departments, and one-half the library and laboratory facilities, etc., of the regular college! Such a method of arriving at a definition of any educational institution convinces one that state educational authorities are not always helpful and stimulating in their criticism and regulation of colleges and universities.

Up to this point I have endeavored to show that a college is an organization established by society for a social purpose, and that no matter how much legal liberty it may enjoy in its charter, it must and should, just as in the case of all other social institutions, be subjected constantly to the scrutiny, criticism, and even regulation of the society in which it lives and which it serves. I am convinced, therefore, that in general it is this criticism and regulation which helps powerfully to keep colleges abreast of changing social needs. All of these agencies of society, however, the governing boards of the individual colleges, the laws passed by state legislatures, and the regulations of state educational authorities have exhibited obvious deficiencies. Therefore, while I am convinced that all of these agencies of society have contributed notably to the success and progress of the higher institutions, yet experience shows us that they are not enough. Particularly they are ineffective in the realm of institutional quality.

In the realm of quality of college work there is, however, the same need of effective means of criticism which will result in action as in other aspects of its activities. Obviously in this respect only the colleges themselves are in a position to formulate the best practices and the most accepted standards. Such a demand and such a realization gave rise to what we now know as the accrediting agency. An accrediting association such as the North Central Association is the cooperative venture of a large number of institutions who are earnestly seeking first to ascertain what are the best standards of college work, and secondly effective ways and means of bringing these standards to the attention of the institutions within its constituency.

What are its virtues as against other agencies of society? In the first place, it serves as a protection to institutions against the hasty and ill advised actions

of state legislatures and even state educational authorities. Indeed, its standards and lists of accredited institutions help local authorities to elevate the tone and performance of local institutions which would otherwise be impossible.

Secondly, it is not a debating society only. It has enough authority so that its conclusions carry weight. It can get something done. Finally, its conclusions and its actions are the cooperative work of the institutions themselves and as such are subject to constant mutual criticism and modification. If we had no such agency, we could better appreciate how sorely they would be needed. The fact that they grow in importance yearly in spite of obvious deficiencies is a testimonial to the continued need of them in this country.

A second question is in point: What are the virtues of this type of accrediting agency as against those operating in the field of technical and professional education? In answering this question may I remind you first that among liberal arts colleges there is the widest diversity of objectives and curricula, secondly that in the same list which includes the liberal arts colleges are also included a number of independent engineering colleges, and finally that to that list several years ago independent teacher training institutions were admitted, until at the present time the accredited list of the North Central Association is a list of undergraduate colleges—not of any one type, but of all types. To my mind this trend away from the external classification of institutions toward a common attack on the whole problem of undergraduate education by institutions which select their own particular fields of operation is a most significant aspect of our policy. Instead of viewing but one segment of the problem as in medical, dental, or teacher training education, or even as liberal arts education, we have here an agency composed to an increasing degree of all of the significant elements in undergraduate education. Here we should be able to get an overview of the entire undergraduate field without yielding to the special interests of any single group and with the purpose in view of setting criteria which will stimulate all alike to realize their legitimate aspirations.

But to return: I said that the object of accrediting associations was to secure quality of work. A few days ago I was looking over the proceedings and addresses of the first meeting of the North Central Association, held in 1896. I found therein a statement of opinion by Dr. Richard H. Jesse, then President of the University of Missouri, which doubtless influenced the character of the standards ultimately adopted by the Association. It was as follows: "By college I mean an institution for academic instruction based upon the secondary schools. To secure unquestioned recognition a college must have in my judgment at least these things: (1) respectable requirements for entrance to the freshman class; (2) courses of study well arranged, four years long, and embracing Latin, Greek, French, German, English, mathematics, history, political economy, philosophy, physics, chemistry, and biology; (3) at least eight good instructors who devote their whole time to teaching in the freshman or higher classes the subjects named above; (4) a good library and suitable buildings, including three laboratories well equipped, at least for undergraduate work, in the sciences named above; (5) income enough to maintain well the instruction and the equipment."

I wish you first to notice the number of times the aspiration for quality appears in this statement, "To secure *unquestioned* recognition of a college . . . *respectable* requirements for entrance . . . courses of study *well arranged* . . . at least eight *good* instructors . . . a

good library and *suitable* buildings . . . *well equipped* laboratories," etc.

It is not necessary to elaborate this point because even our severest critics testify to the success which has attended the efforts of such organizations as the North Central Association. But they say truthfully, first that these are standards of opinion without scientific basis, and secondly, granting that the objective may be quality, the standards are now written primarily in terms of quantity.

The first objection is entirely valid. President Jesse himself began his statement with the phrase "in my judgment." I wish in no sense to offer a defense for this situation except to say that at the beginning it was necessary. At that time the world of educational literature was primarily opinion, usually designated and dignified as philosophy. Scientific method as a means of arriving at conclusions had made but a small beginning. The fathers of this organization naturally had to use the methods then in use. They used them well. Since that time the spirit of scientific inquiry has gripped education at all its levels, and we now know or have good reason to suspect that a good many of our standards of opinion are not well founded. This is a simple recognition of the fact that accrediting agencies, with all the good they do, have fallen behind the progressive and scientific leaders operating in the field of higher education. Unless the accrediting agencies readjust themselves so as to include modern standards based on scientific inquiry, they will cease to exert a progressive influence on higher education. They may indeed, as Chancellor Capen has so well pointed out, serve as a brake on progress. That the accrediting agencies realize this status and are determined to evolve more dependable standards seems to be evidenced by the investigation now under way.

Then there is the criticism that our standards set forth necessary material facilities and institutional machinery as means of assuring superior institutional qualities and product. Again I wish merely to point out that in the beginning, other kinds of standards were little known. Furthermore, there is even today a persistent tendency in any human organization to attempt to secure quality of performance through concrete physical facilities. The family believes that a new house and furniture will add to its happiness. The storekeeper is convinced that adequate capital, a well selected stock, and experienced personnel will help him to be successful. A church yearns and plans for Sunday School rooms, pews, and glass windows to the end that souls may be saved. I have even heard of colleges and universities which, although the accrediting agencies say nothing about it, believe that football teams, publicity bureaus, and museums contribute much to the success of a college. I repeat, it is not easy to wean people away from the habit of endeavoring to attain a qualitative end through material facilities, particularly when there is some disagreement about the relative value of the qualities sought and the methods by means of which they may be evaluated.

But fortunately the North Central Association has been wise enough to realize that quantitative standards could not be depended on entirely. The judgment of competent and sympathetic men has tempered the consideration of every case. Even the financial standards have been dispensed with through the process of survey, until today it may be said that there is not a single standard of the Association which has been, or which anybody thinks should be, enforced 100 per cent. With imperfect tools and facilities the Association has striven to attain a qualitative end, and I believe has succeeded remarkably well.

Nevertheless, the time has now come when we must if possible supply our-

selves with standards and accrediting methods which measure qualities and product. This is the task which has been assigned to the Committee on Standards.

Those who first lost faith in mechanical standards naturally turned to some form of measuring the product of an institution. After all, an examination at the end of things was and still is the method used in European countries for determining promotion and graduation. The success of students in passing these examinations reflects glory or the lack of it on the college as well as on the individual student. Each college, indeed, is known and recognized for the degree of success attained by its students in passing these examinations and in after life. Such is Europe's way of "accrediting" a college. Its effect is ruthlessly to label the several degrees of success attained by the colleges as well as of individuals.

While it is perhaps proper that the professional divisions of an institution should largely be measured and accredited through such state examinations, it does not appear feasible to use the examination method to anything like the same extent in the broad field of undergraduate education. The American public, both lay and professional, does not yet have such sublime faith in the examination method, no matter how modified by modern improvements, that it would be willing to accept this method alone for determining the worth of a college.

If, then, we reject standards of institutional machinery and accept examinations as at most only partially satisfactory for measuring the product of an institution, what is left as means for determining the degrees of excellence in an institution? The answer is refined judgments on institutional qualities. In other words, I believe that we are fully convinced that colleges have certain common qualities or characteristics which vary all the way from the inferior to the superior.

By this I do not mean to say, of course, that all institutions should have the same curricula, the same objectives, the same type of faculty, or even students of the same level of ability. We must judge the composite of an institution's qualities in the light of what we understand to be its objectives.

Obviously we cannot carry on such a program of judging institutional qualities with the present meager methods used by accrediting agencies. Testing the temper of an institution is a longer process worthy of the efforts of trusted leaders than anything so far attempted except possibly the surveys of institutions which have been accredited although technically they do not meet all of the present standards. With such an improved process based on quality standards, I am confident that the colleges will make far more rapid progress in the future toward the fulfillment of their proper functions than in the past.

To summarize: I believe that there is an inevitable trend toward making higher institutions chart their courses according to the needs of changing society. Boards of trustees and state legal authorities perform this function rather imperfectly, and particularly they can do little to improve the educational process. Most higher institutions need stimulation and guidance on educational development. To secure it, they must pool their experiences in a coöperative organization which we call the accrediting agency, where the best opinions and practices can speak with some authority in individual cases, and where, as in this type of organization, we may secure that overview of the whole field of undergraduate education so necessary in our day. Where authority is found, there also is responsibility. The North Central Association must lead in and keep abreast of scientific findings in higher education or lose first the respect of, and next its authority in, the educational world.

III. REPORT OF THE STUDY ON FACULTY, CURRICULA, OBJECTIVES, AND EXAMINATIONS

M. E. Haggerty, *University of Minnesota*

Mr. Stouffer, Mr. Chairman, and Members of the Commission: It is a bit embarrassing to try to discuss this problem at this stage of our work. Obviously, there is nothing that we can say about results. As a matter of fact, it has been a part of our program from the beginning that we should spend the first two years of this five-year program in getting the information which seems to us might be useful in the construction of accrediting methods and that the third year would primarily be devoted to an analysis and interpretation of this material.

I think it very important for members of the Commission and of the colleges to understand this from the beginning and not expect from our study anything very definite that can be written into accrediting standards next year or possibly the year following. We have thought it desirable to follow every lead that appeared that might be useful ultimately in the writing of accrediting procedures. In a way this is a very expensive sort of program because it is inevitable that we shall be trailing after certain hopes that in the end we may find it necessary to throw aside. We did not wish, however, to leave any possible opportunity unexplored; and because of this we have probably conceived our search for information on lines broader than will be justified ultimately by the outcome.

I wish to say a word briefly concerning the three or four aspects of the investigation with which we have chief concern. First a word as to the faculty. You are familiar with the accrediting standards of the Association now and that at the present time there are, I think, three standards relating to faculty training and to teaching load that are used in the accrediting of institutions. There has been a very great amount of criticism of both those standards and particularly of the standard on faculty training. Many people feel that this is not merely a very unsatisfactory standard but that in fact its operation sometimes serves to force a lower level of faculty competency, when enforced, than would be true of an institution if we had no such standard at all.

The question is, of course, what additional information we may have about faculties, about individual faculty members, and about faculties as a whole which will give us a clearer picture, a more dependable picture, of competent instruction and guidance in an institution.

Those who have attended the meetings of this Association over a period of years will remember that several years ago the Committee on College Faculties presented here a blank designed for the use of colleges, because this particular investigation was not in mind at the time, in keeping a record of their faculties. Some of you will recall the vigorous debate that occurred over the approval of that particular faculty record form. I may say that that particular form served as the basis for developing the inquiry which we shall use in this investigation. We added to it and modified it and changed it very considerably in form in order to make use of mechanical tabulation techniques and tried it out on four different institutions. We took two liberal arts colleges, a Catholic institution and a teachers college, and they cooperated with us in having this tentative form completed for all members of their faculties. We took the results and studied them and we presented this faculty record blank to the presidents of the institutions in December when they gathered here to discuss the survey. On the

strength of our experience in those institutions and the suggestions of the presidents who were here at the December meeting, we revised the blank entirely and have now finally prepared a form for use which I think we must go through with.

Some of you have seen this blank. I will not take time to discuss it. It is a full eight-page affair. It inquires about a good many things about a faculty man. We have distributed this to each of the institutions which has agreed to cooperate in this study. We have printed something like 7000 of these because it will take that many. From a considerable number of institutions these blanks have already been returned.

I am reminded this morning of the very vigorous discussion that occurred when the original blank was presented in this Commission four or five years ago, when it was said that college faculties would not complete such a blank as was then proposed. That blank was an infant compared to the one that is now being used and I wish to say, both as an expression of appreciation to the colleges cooperating and as a means of some enlightenment to those who were skeptical, that we have up to date almost a 100 per cent return from the faculties where this blank has been presented.

I have here a college faculty numbering between 300 and 400 from which the blanks have been returned, with, I think, promise that there will be but one omission when the ones now being finished are sent back. I must confess that I, and I think the other members of our committee are very happily surprised and gratified at this very splendid cooperation, not merely of the administration of these institutions but of all of the faculties of these institutions. Something like 2000 of these blanks are now in our possession.

We also have a blank relating to the faculty which we shall use in connection with its methods of recruiting and of selecting the various college faculties.

It became quite evident to us as we went about to visit the thirteen institutions a year ago in the autumn that these institutions differed very greatly in the care with which they chose their faculties and it seemed worthwhile to explore that matter somewhat. It just happens that certain other organizations are also interested in that problem and we have had some cooperation from the American Association of University Professors on this matter.

I am not going into detail about the other faculty blanks. We have some half dozen other rather elaborate inquiries on faculty relations, the methods of faculty operation, the place of the faculty in the construction of curricula, in the administration of the institution, and so on.

I will pass on to the second point which is that of the objectives of the institution. Nothing is more vague, apparently, than the manner in which many colleges conceive their purposes. I say this on the basis of a somewhat extended examination of the catalogs, not merely of the sixty institutions which we shall study in detail, but on the basis of a somewhat superficial study of a large number of catalogs from other institutions.

We have started out with the hope that we may be able to inject some system into the manner in which institutional objectives can be stated so not merely that the institution may be clear about its functions, that the faculty may be clear as to what the administration thinks the institution is to do, but that students and the general public and accrediting agencies shall be able to understand clearly what it is that the institution is intending to do, and then, of course, an institution could be examined, if this is clear, upon the degree to which it is performing the particular function which it accepts and sets forth to the public.

It is perfectly clear that there has been a very great expansion of occupational objectives of these colleges. We have tabulated this in part and have found in one tabulation which was made the explicit recognition in terms of curricula of something like 126 different occupational objectives in these institutions. The occupational objectives constitute only one group, of course, of purposes. I shall not elaborate on this matter further because it is still a pretty vague sort of inquiry, but I should like to make it clear that we are in search of some technique by which institutions can give a clearer picture than they now give of what it is that they are about. Of course this involves the whole question of what constitutes a higher education as distinct from other forms of education.

It will be necessary for us to go beyond the matters which I have discussed and study in some detail the matter of college enrollments. This, I may add, is likely to devolve considerable work upon the recorders' offices in these institutions, work which we shall make as easy as possible, but which seems to us absolutely essential if we are to get a clear picture of what is going on in these institutions.

I will pass to the question of measurements. I may say that we have accepted, as Dr. Zook has said, the possibility and the desirability of some examination procedures. I should say at once that we have conceived the things that we might do in this connection on a very simple scale. We wish that such tests as we use shall be perfectly valid and defensible tests. We wish that they shall be as economically administered as possible. We wish to choose them so as to give a picture of what the institution is really doing. We will, to be sure, use one kind of examination which may be thought of as a more general examination, possibly two, but certainly only a small part of our testing program will concern itself with the general status of student mentality or with the general outcomes of growth and college life of the student. We shall choose examinations and procedures that will attempt to tap the results of instruction. We want, if possible, to get at, through this program of examinations, some picture of what happens because students attend classes in mathematics, rather than what happens because they happen to be in college. We wish to find out what happens to them because they have attended courses in the social sciences and in the modern languages; that is, we are after the specific instructional outcomes of college work.

I suppose that I need not say anything in detail about the particular tests which we have in mind. It probably wouldn't be a wise thing to do so now.

I wish to pass to another study which I have carried on, not as a part of the North Central study but as a part of my own at the University in connection with the success of graduates of colleges in graduate institutions. If this study comes through, as it now bids fair to do, successfully, it should give us some picture of the adequacy of our undergraduate colleges by one man, namely the record of the graduates of these colleges and institutions of advanced work. The essentials of the method have been worked out in our own group. We have taken all of the students who have come to us for a period of five years from all undergraduate institutions. We have grouped these students by the colleges from which they come, and we have studied their records in graduate work.

The only thing I would say as to the outcome of that particular study is that it gives you a perfectly clear distribution of colleges. This is the record of one college. This happens to be the average record of all these students. This is the record of all the students coming from another institution. Between those stu-

dents who come from the upper institutions and those who come from the ones listed below, there is a perfectly enormous difference of accomplishment in graduate work.

It is perfectly clear that any graduate school might draw from an undergraduate college a particular kind of student, and that the records which the graduates of an undergraduate school made in one particular undergraduate school would be unfair. As a matter of fact, we had exactly that thing happen. One institution which stood relatively low in this study said that it did not expect to stand high because only the poor students from that institution came to the University of Minnesota.

In order to correct for this particular defect, we have secured the cooperation of the deans of graduate schools; first of all, of all those which are members of the Association of American Universities. We hope probably to supplement that with the graduate schools which are not members of that organization but which are in North Central territory and which might therefore have a large number of students from undergraduate colleges. If we are able to carry through this experiment in this fashion, we ought then to give not the partial picture gleaned from the records of one graduate school but we ought to be able to give the total picture concerning undergraduate accomplishment in graduate schools as measured by the total group of graduate schools in this country. I have every reason to think that that study will go through and that we may be able to make use of some of the results.

We have been repeatedly urged to study instruction in these colleges. Each time that that proposal has been made to me I have asked for the method of doing it. I would like to make the public request now that anybody who has any advice that could be employed in an investigation of this kind which will enable us directly to evaluate the instructional procedures in colleges, should turn it in to Dr. Zook or to me and we shall make use of it.

There is one aspect I feel quite confident that has some bearing on this, and that is our study of results as measured by these examinations which we are proposing to give, as measured by the records of students in graduate schools. We also have the cooperation of the Association of American Medical Schools. Their records are placed at our disposal in detail, from all of the institutions which send students to medical colleges.

I think I would only say one further word in closing. It is, of course, more or less impossible to keep your mind absolutely open, while you are collecting the information, about what kind of standards should be used. But I have one commitment in my own mind, which I hold subject to change, a commitment which was in the report which we presented to you a year ago, that somehow our accrediting procedures must avoid the creation of uniformity in our institutions at the level of mediocrity. I would put it another way: Somehow it seems to me that we must devise accrediting procedures which will preserve the fundamentals and essential individuality of the institutions. It is perfectly clear we would not think of accrediting them as liberal arts colleges in terms of the standards suitable for medical schools. It isn't so clear that we wouldn't force a teachers' college to become like somebody's idea of a liberal arts college in order to get it recognition in this Association. It isn't so clear that our methods of procedure and such other methods as we might devise would be free from the pressure of making all liberal arts colleges alike.

We have had a very great growth of interest in fifteen or twenty years in this country from the elementary school, the high school and the university in behalf

of the differential treatment of individual students.

I was interested yesterday in looking at the mimeographed program distributed for the summer institute at the University of Chicago, which centers about that very problem of the individualization of students in instruction. I think we have rather far to go before we determine how to accord to institutions the kind of individual liberty which we are prizing so much for students, but yet it seems to me that we cannot afford to thwart, by the processes of accrediting, an institution from its well conceived purposes and procedures suitable to it. So, somehow we must avoid what in the minds of many people is the result of standardization, namely, the production of uniform mediocrity in higher education.

IV. REPORT ON THE STUDY OF COLLEGE ADMINISTRATION, PLANT FACILITIES, AND FINANCE

FLOYD A. REEVES, *University of Chicago*

As has been stated earlier this morning, my primary responsibility in this study is for the investigation of three aspects of the total problem: (1) administration and control; (2) physical facilities, including buildings and equipment; and (3) finance. Mr. Hugh C. Gregg is visiting all of the institutions with me and assisting in the collection of data. We are not including the library in our study of plant facilities because a separate study is being made of that problem, under the direction of Dr. Waples.

We began our investigation by developing a group of schedules set up in a form such that they are suitable for securing objective data from the institutions, as well as for recording personal judgments. To avoid duplicating studies which had already been completed, a canvass was made of the literature in the field of higher education, with particular reference to objective studies relating to college administration, plant facilities, and finance. This was done before our schedules were put in final form. The review of the literature resulted in a number of important modifications in the original schedules. A few topics were eliminated entirely from the study and a larger number were added.

We conceived our problem as being broader than that of merely checking on the validity of the present standards. Although an attempt is being made to obtain data which will be adequate to check all present standards, much additional information is being secured for use in developing new criteria for accreditation. The fact that we are attempting to secure this information in considerable detail should not be construed to mean that the new standards which may result from this study must necessarily be written in a form which will include details relating to the mechanics of administration, operation, and control. Even though standards developed as a result of this study may be much more general in character than those now in use, objective data should be valuable as a means of formulating such standards.

It did not seem advisable to attempt to obtain information on administration, plant facilities, and finance through the use of the questionnaire method. The schedules which we employ in studying these three aspects of the total problem are all intended to be administered personally as we visit institutions. A number of presidents have requested that we send them these forms in advance of our visits in order that data may be assembled before we arrive. This method of procedure was attempted in some of the earlier studies, but it did not seem advisable to continue it because of the difficulty of securing data that are comparable. While this method is essential in connection with other aspects of the

study of standards, it does not seem to be the best method of approach for a study of administration, plant or finance. The method which we have decided to adopt, therefore, for the remainder of the field work is for Mr. Gregg to visit the institution for the purpose of explaining the schedules to the particular officers of administration responsible for compiling the data. After the officers have had sufficient time to assemble the necessary information, Mr. Gregg and I plan to visit the institution together. During this visit a preliminary analysis will be made of the data assembled and these data will be recorded on the schedules. At this time we shall examine the plant and equipment, and hold conferences with administrative officers and faculty members.

I shall now give a brief review of the type of information which we obtain during our visits to the institutions.

The study of administration and control includes, first, an analysis of the way in which the board of trustees and board committees function. We are interested here in finding out whether the board of trustees limits its functions to legislative matters of whether it also participates in the administration of the institution. We are also interested in finding out the extent to which board committees limit their functions to legislation and policy formation. In one schedule which has been prepared there are listed a large number of functions of an administrative nature which are performed by one or more individuals in practically all institutions of higher learning. In the case of each institution an attempt is made to find out how many of these functions are performed directly by the boards of trustees or individual board members, how many are performed by administrative officers, and how many are performed by faculty members or student groups. At this point we find a great lack of uniformity. At some institutions administrative officers are responsible for the performance of a majority of these functions, while at others the responsibility has been delegated to faculty committees, or it has been assumed in some instances by committees of the board of trustees. In the case of a few institutions, some of the major administrative functions are now being carried on directly by boards of trustees or board committees.

The study includes an analysis not only of the mechanics of administration, but also of its effectiveness. After the necessary information has been obtained concerning the machinery set up for administration and control, an attempt will be made to find out whether or not there is any relationship between this machinery and the general effectiveness with which the administrative function is being performed.

The second problem studied in connection with administration and control relates to the machinery set up for internal administration. To what extent is internal administration centralized? Are all officers of administration responsible to the president and through the president to the board of trustees, or are there two or three or four major officers of administration, all coordinate and all responsible directly to the board of trustees? Is there any relationship between the form of organization under which an institution operates and the effectiveness of its administration? If so, what is this relationship? Many questions of this type arise in connection with the study of internal administration. We hope that it will be possible to answer some of them rather definitely upon the basis of the information which we obtain.

Other administrative problems which are being studied include the following: (a) the administration of faculty and instruction; (b) the administration of activities relating to students and alumni; (c) accounting procedures; (d) the

administration of the budget; (e) purchasing procedures; (f) the administration of physical plant facilities; (g) methods employed in the collection of institutional revenue; (h) the administration and supervision of student employment; (i) the administration of the finances of student activities, including academic activities, social activities, and athletics; (j) policies relating to the investment of funds, and the results of the application of these policies; (k) the administration of public relations, including both financial and student promotion; (l) the administration of extension activities; (m) the administration of the summer session; and (n) the administration of music and the other fine arts. In connection with all of these studies special attention is given to administrative records employed, reports of administrative officers, actions of administrative and legislative bodies, and the general effectiveness of the personnel for administration and control. Attention is also given to the extent to which administrative officers are engaged in carrying on studies of methods of performing their respective functions.

As a result of our study of this problem we hope to be able to evaluate institutional administration, in both its academic and business aspects. Assuming that we are able to accomplish this result, the next step will be to find out whether or not administration bears an important relationship to the educational effectiveness of an institution. In what way, if any, are factors such as organization, administration, and control related to the quality of the educational program? Is educational training important for officers of administration? If so, what kinds of training are of greatest value? Is it important that an institution operate on a budget? Is it important that plant facilities be well maintained and operated effectively? There are those who maintain that institutions with the most effective business administration are frequently those with the least effective educational program. Their argument is as follows: It is expensive to maintain an effective business organization. Funds expended for business activities are not available for educational activities. Therefore, we may find a negative correlation between the efficiency of the business organization and the effectiveness of the educational program. We hope to obtain facts upon the basis of which to judge the validity of this assumption.

In the study of the physical plant we are using a score card which has been developed for this purpose. During our visits to the institutions a careful examination is made of all plant facilities and each institution is scored with reference to such matters as site, academic buildings, dormitories, service systems, etc. In the case of institutions engaged in teacher training work, a special study is made of the facilities available for such work. In all cases an attempt will be made to relate the material equipment of an institution to its stated aims, to find out whether or not the institution is actually equipped to carry out the program which it is attempting.

In studying the financial problems of institutions we are interested primarily in a study of income and expenditures. Because of the great variation among institutions in methods of classifying financial data, we have found it impossible to make this study from annual reports or audits. In the case of each institution it is necessary to go directly to the books of account for the information desired. In order that data among institutions may be comparable, a uniform classification of income and expenditures is being employed. As most of you are undoubtedly aware, the National Committee on Standard Reports for Institutions of Higher Education has been at work now for a period of two years de-

veloping a uniform method for classifying the accounts of educational institutions. This committee was appointed by Mr. Cooper, Commissioner of Education in the United States Office of Education, and has among its members representatives of the several types of institutions included in the study of standards. Because of the large number of institutions which will ultimately be affected by the report of the National Committee on Standard Reports, it was decided to classify items of income and expenditure in the manner recommended by that committee.

The following are among the important items relating to institutional income which are being secured from each institution: (1) income received from students; (2) income received from endowment and other trust funds; (3) net income received through the operation of auxiliary activities, such as dormitories and dining-halls; (4) income received from churches and church boards; (5) income received from gifts. Items of expenditure are classified under the following categories: (1) administration and control; (2) operation and maintenance of the physical plant; (3) instructional salaries; (4) other instructional expenditures; (5) non-educational expenditures, such as interest on current debt; and (6) net losses on auxiliary activities, such as dormitories and dining-halls, etc.

It is our plan to relate all of these items of income and expenditure to the effectiveness of the work of institutions in order to determine the relative importance of these items as measures of excellence. Each item of income and expenditure will be treated as a total and also on a per capita basis. The percentages of income derived from specified sources and the percentages of expenditure for specified purposes will also be studied in relation to institutional excellence. Among other things we hope to find out the extent to which endowment income is important as a measure of institutional excellence. In the case of Catholic institutions, a special study is being made to discover the best methods for the evaluation of the contributed services of staff members.

Mr. Gregg and I have been visiting institutions since December. Mr. Gregg is giving all of his time to this work and I am giving approximately half of my time. Information has now been obtained from twelve of the sixty institutions included in the study. With reference to the type of institution, those which have been visited represent a cross-section of the entire group, since they include endowed colleges, junior colleges, teacher-training institutions, Catholic institutions, and one large university which has several professional schools as well as a college of liberal arts. The institutions which have been visited to date are all in the states of Minnesota, Illinois, and Wisconsin. It is planned to continue these visits throughout the summer with the hope that all essential information may be secured by January first of next year. Since our part of the study is confined to administration, plant facilities, and finance, there seems to be no reason why these visits to institutions should not be made during the summer months. In fact, a number of the presidents have stated that the summer would probably be the best time to secure such information from their institutions.

In the light of our experience in this study to date, together with that obtained in connection with college and university surveys made during the past two years, I have become convinced that accrediting associations will not only need to make marked revisions in their standards for accreditation, but that they will find it necessary also to make some changes in the methods employed in securing information concerning institutions. Although the triennial reports made by institutions

holding membership in the Association, as well as the reports made by institutions applying for membership, have value, they do not appear to be adequate for the purposes which they are intended to serve. Neither does the report of a one-day inspection made by a single individual provide information which is adequate to supplement these reports. Both accredited and unaccredited institutions have already been visited in connection with this study. In the light of the information obtained through these visits, it seems probable that in some cases the unaccredited institutions may actually be doing superior work to some of those which are now accredited and which have been accredited for many years. The information which the Board of Review secures under the present method of procedure is not only inadequate, but it is also frequently misleading because of a lack of uniformity in the classification of data. I have become convinced that adequate information can never be obtained by the use of the questionnaire method alone. Furthermore, a one-day inspection by a single individual will probably never be entirely satisfactory as a means of supplementing the information obtained on institutional reports.

During recent years accrediting associations have been criticised frequently because of the type of information employed in judging the effectiveness of institutions. A comparison of the data submitted by institutions in their reports to this Association with data obtained in this investigation leads to a tentative conclusion that the new type of standards which may be developed as a result of this study will be more general in nature than are the present standards. They may deal less with the mechanical aspects of the institutions and more with the quality of its educational progress. This change in standards may call for better and longer inspections than those which have been made in the past. These inspections may be more in the nature of what the Commission now designates as surveys. That is, it may be desirable to have two or three men visit each institution periodically and make a report to the Board of Review similar to the survey reports which the Commission now makes in the case of those institutions applying for membership on the basis of a survey instead of on the basis of an inspection. If such a plan should be adopted, then these more extensive inspections will need to be made of institutions which are members of the Association, as well as of those applying for membership for the first time. It might be a wholesome thing for an institution to be visited by a committee of the North Central Association every four or five years, even though such an institution be a member of the Association in good standing. Cases have been found of unaccredited institutions which undoubtedly deserve accreditation. There are other cases where institutions have retained their accredited status for several years after the quality of their work had become too poor to justify accreditation. I am convinced that the problem facing this Association is something more than that of developing a new set of standards. Equally as important is the problem of developing a new method for the administration of institutional inspections, if inspections are to be continued. That future inspections will be necessary seems to me to be clear, if this Association plans to continue its present policy of attempting to select as members only those institutions which are able to maintain standards of educational excellence.

V. REPORT OF THE STUDY ON ADMISSIONS, PERSONNEL PROGRAM, AND EXTRA-CURRICULAR ACTIVITIES

D. H. Gardner, *University of Akron*

Mr. Chairman and Members of the Commission: It is rather intriguing to the uninitiated of the North Central Association to discover that of these standards in operation at present there is only one which really directly applies to students as individuals, though I have always been under the impression that we were trying to educate students.

The present standard referring to students is the one on admissions. Therefore, in order not to overlook any elements which might in some way be of use in the study of matters affecting students in colleges, the following procedure for studying this problem is evolved.

First, a study and digest of present practices is to be made by visiting the institutions which were selected. The data will be collected and organized under these sections: First, administration and discipline; second, admission of students and student records; third, educational counseling; fourth, counseling about personal affairs such as social adjustments, financial matters and so forth; fifth, health counseling; sixth, vocational counseling; seventh, research and student problems.

These facts will be collected by personal visitation. In addition, a student questionnaire, not nearly as elaborate as Dean Haggerty's, taking only fifteen minutes at the outside to answer, will be distributed to selected groups of students at the institutions.

The second method of procedure will be to consult experts in the field of student management, or personnel work, to make a summary of the literature and studies concerning this field.

Finally, it is anticipated that in a year or two it may be deemed advisable to establish experiments in this field at certain institutions, with their consent, of course.

It should be emphasized, I think, that this division of study is essentially concerned with the function performed at an institution. The administrative procedure is of secondary importance, at least at present. The attempt will be made to try to find out how the student as an individual is treated.

When these data, opinions, studies, and so forth have been collected, they will be analyzed, correlations made, and other measures of evaluation used. These results will then serve to prepare certain criteria covering the field. Up to the present four institutions have been visited and data collected.

In addition, more than a score of experts have been consulted and their opinions and attitudes on these problems have been obtained. Contacts have been established with certain major studies now in progress, and considerable material dealing with a multiplicity of factors has been received. The program involving those three elements will be continued, and it is hoped that the data will be collected by June of 1933.

VI. DISCUSSION

George N. Carman, *Lewis Institute*

I asked President Gage to call upon me to open the discussion. That is the reason I am here. I was very much impressed this morning with the fact that this is one of the high spots of the North Central Association; a more soul-satisfying meeting I have never attended. I want to give briefly the reasons for it.

I think there are about four high spots in the history of the North Central Association.

President Zook made selections from the paper by President Jesse. The first five years of the Association we were trying to determine what sort of work we should do. Most of us felt that it wasn't enough merely to get together and talk; something else should be accomplished.

During the fifteen years, after the first five years, work along the line of accrediting schools was undertaken. This grew out of the paper presented to the Association by Professor Forbes of the University of Illinois. The Commission on Accrediting Schools was appointed. During those fifteen years I served on that Commission with the President who at that time was Dean Judson of the University of Chicago, and Professor Judd of the University of Chicago. That, I think, was the second important period and work of the Association.

It was agreed at that time that we should not be content to accredit high schools, in the light of the fact that there were high schools that were superior to colleges, and it hardly seemed the thing to accredit high schools and send the graduates of those institutions to institutions that were inferior to those they had been attending. So we extended the work of the Association to accrediting colleges.

During that period we worked along the line that is so well presented here this morning by President Zook. We did the best we could under the limitations with which you are all familiar.

After the first twenty years of the Association, another period of fifteen years is just about completed. We reorganized the Association. We had the Commission on Institutions of Higher Education, the Commission on Institutions of Secondary Grades, and the Commission on Curricula and Units.

During that period the work has been carried on by those who have given time and thought to this matter, to such an extent that we have succeeded as well as we have. But to go back two years, when it was understood and agreed that we should have a Committee on the Revision of Standards, and when the reasons for that were presented, as they were this morning by President Zook and Dean Haggerty and Professor Reeves, it seems to me that we are entering upon the fourth stage and the most encouraging and important stage in the history of the North Central Association.

A NATIONAL SURVEY OF SECONDARY EDUCATION—A PRELIMINARY SUMMARY

LEONARD V. KOOS
Associate Director of the Survey

BECAUSE announcements concerning the National survey of Secondary Education just drawing to a close have been given considerable publicity, it may be gratuitous to repeat that this large-scale inquiry into education at the secondary level in this country was authorized by Congress in February, 1929, and an appropriation of $225,000 made for carrying on the work. The Commissioner of Education was designated as director of the Survey. Full description of the set-up of the Survey which is not our concern here, would include the listing of the membership of three advisory groups, two of these being professional and the third a committee of prominent laymen. It would include also a list of the professional staff actually carrying forward the work of the Survey—a staff which has numbered thirty members, five of whom were regular members of the staff of the federal Office of Education and the remaining twenty five selected from the higher institutions and public schools of the country. Appointments to the professional staff were made in strict accordance with the aim of finding the most competent person available for each project of the Survey. The professional staff was aided by clerical workers numbering at times as many as thirty or more.

A preliminary word may be said concerning the scope of the Survey. Early in the deliberations of the advisers it became apparent that it would not be possible within the resources available to investigate all phases of secondary education. The major aspects of the field finally included were four: (1) the organization of schools and districts; (2) the secondary-school population; (3) certain problems of administering and supervising the schools; and (4) the curriculum and the extra-curriculum (inclusive of athletics). The fields of training of secondary-school teachers and problems of finance were left for consideration in other surveys subsequently undertaken by the Office of Education. Each of the four major fields selected for inclusion in the Survey is so broad as to make it unwieldy for handling as a single project. Therefore these fields were subdivided into a total of twenty-four projects, all of which will be mentioned sometime during this statement.

It is more essential to an understanding of the findings of the survey to have some explanation of the procedures that have been followed than to be informed concerning the organization and scope. Most of the projects have been carried through four steps or stages. The first was that of (1) identifying the schools to be represented in the projects. This identification was with respect to some particular aspect of the school, for example, its organization, curriculum or library service. The aim here was to find schools with outstanding or innovating practices in the aspect under consideration. The second stage involved (2) intensive study by inquiry form of these practices in schools thus identified. This stage supplied the basis for selecting the schools to be visited. (3) Visitation constituted the third stage. During the first-hand contacts afforded by the visits the specialists gathered additional information, checked on the information gath-

ered by inquiry forms, and added that something to their impressions which is gained from observing the practices in the concrete. The fourth and last stage has been that of (4) tabulating and digesting the information gathered and preparing the reports on the projects.

This dominant four-stage procedure reflects one of the controlling policies of the Survey, which has been to study innovating practices rather than merely to ascertain typical conditions in all secondary schools of the country. This policy was prompted by the belief that analysis and interpretation of innovating practices would be more helpful to the schools of the country than would a mere study of status. Besides, information concerning status is already available along many lines. Also, it would have been out of the question to have made a study of status of all aspects of the schools represented in the outline in the approximately 25,000 public secondary schools of the nation.

Some impression of the extent of efforts to get at the facts of practice and conditions in the schools may be gained from a word concerning the numbers of inquiry forms sent out and of visits made to the schools. A total of about 80 different forms were distributed ranging in length from a single post-card page to 46 pages and totalling more than 800 pages. The total of forms distributed was almost 200,000, and they went to large numbers of administrative officers in State departments and local school systems, teachers, pupils, former pupils, parents, and employers. The proportion of these forms returned has been highly gratifying, totalling almost two-thirds of all blanks sent out. This proportion indicates a highly favorable attitude toward the Survey and assures for it an excellent foundation of fact.

The total number of visits to schools made by professional specialists has been more than 850 and the total of different schools visited is more than 550. The distance traveled to make all the visits foots up to almost 200,000 railroad miles. The visits took the specialists into 41 states and the District of Columbia. The fact that effort was made to observe innovating and outstanding practices wherever located, rather than to distribute the visits proportionally to all States and sections, indicates that such practices are not concentrated in any single State or region, but are widely scattered over the nation. The distances traveled and the areas represented are evidence that the Survey is, in truth, in the sense of geographic representativeness, what its title indicates, a "national" survey.

One faces a perplexing problem of selection in the effort to give during the brief span of a single presentation some helpful impression of the general results of so huge an enterprise. It is difficult enough to endeavor to generalize from individual projects. Here is an inquiry which would have taken sixty to seventy years of the life of one man to complete if he were working alone. Compressed as much as possible and with some sacrifice of valuable materials, the completed report will extend through 28 monographs (to be published in the autumn and early winter) totalling from 3000 to 3500 printed pages. These monographs will range in length from forty or fifty to three hundred pages. It would be manifestly impossible to do justice in forty to fifty minutes even to the summary monograph of 150 pages that will aim to give those who do not care to read more detailed reports an overview of the full report. The best that can be done here is to illustrate by significant findings from a few reports on rather diverse projects, to draw on others much more briefly, and to point to a few of the larger meanings of the report as a whole.

This task of summary from the vast array of evidence assembled should be undertaken with humility. We are still

too close to it all to have achieved the perspective essential to adequate interpretation. Moreover the true significance of much of the evidence will not at once become apparent. The task of fullest interpretation, like that of assembling the evidence, must be the cooperative responsibility of many minds. In this sense, the work of interpreting the evidence will not be completed until the last readers of the printed report years hence will have reacted to its contents. The best that can be said for the present statement is that it represents the first effort at interpretation by the first person to have the opportunity to read practically the whole report.

POPULARIZATION OF SECONDARY EDUCATION

The report of the Survey will utilize certain evidence from the Statistical Division of the Office of Education showing that by 1930 the proportion of the population 14 to 18 years of age (the normal age for high school) represented by the total enrollment in public high schools of the country had mounted to only a few per cent short of a half. With enrollment in private high schools and academies added, the proportion easily exceeded a half of all the population of high-school age. For many cities and States the proportion far surpassed the figure for the nation as a whole—extending in some instances beyond four-fifths to nine-tenths. We can not question that the last two years have seen an even greater influx, in large part owing to the shrinkage of opportunities for employment. Figures for 1890—about forty years ago—do not yield a proportion larger than four per cent. The present proportion has never been equalled at any other period or in any other country. Such a pouring in may be assumed to indicate that rapidly increasing proportions of children from what are termed the lower economic levels are being given the opportunities of education at the secondary level. Studies of the Survey in particular communities amply bear out this expectation.

It would be difficult to overestimate the significance of such an increase in the proportions of the population in attendance on our secondary schools. The increase is strictly in line with out democratic assumptions and the need of an informed electorate. At the same time we have had put up to us a task of amazing proportions in working out adaptations of the training program and of other aspects of the school to the needs and interests of a widely diversified school population. Many of the innovations disclosed in other studies of the Survey may be understood to have been devised in the endeavors to solve this problem.

THE TYPES OF SCHOOLS AT THE SECONDARY LEVEL

The same huge project which inquired into the extent of popularization of secondary education investigated also the different types of schools and education provided at this level, namely, the general high schools, comprehensive schools, specialized schools (such as technical high schools, commercial high schools, and trade schools), part-time co-operative plans, evening high schools, and continuation schools. This assignment was made because of the claims often put forward that specialized schools are democratizing schools. The appropriateness of including a study of opportunities for occupational specialization can hardly be questioned in the face of a basic purpose of the Survey already stated, to give attention primarily to innovations. This project was concerned with what was called the "horizontal articulation" of general and specialized secondary education, involving the issue of whether specialized education should be administered in separate schools or in schools designed to provide

both general and occupational training. No attempt is made here to report the conclusion from this part of the investigation, but it may be frankly admitted that the issue has not been unequivocally settled. Such a finality of outcome was not to be expected. It is accomplishing something to shift this question from the realm of mere dogmatic assertion and speculation where it resided up to the time of this Survey to that of objective inquiry.

An unequivocal generalization from this project of the Survey is that relating to the democratization of secondary education through the provisions of opportunities for vocational training. This is shown in the large proportions of enrollments in this type of work from the lower intellectual and socio-economic levels, and from ethnic groups that, in the absence of these facilities, would less often be found in the school room. Continuation schools and evening high schools also are agencies of a democratized secondary education—continuation schools by serving predominantly youth of high-school age from the lower intellectual and socio-economic levels and from homes of foreign-born fathers, and the evening high school by serving largely those of more advanced ages who were unable when younger to avail themselves of full-time high-school education.

The procedures followed in this great study of the various types of provisions for education at the secondary level are in line with the controlling aims of the Survey to describe analytically the innovations in secondary schools and to appraise these innovations in so far as instruments of appraisal are at hand.

CHANGES IN CURRICULUM

Certain projects of the Survey have discovered widespread tendencies to change in the curriculum of the schools. Many schools and systems have in recent years instituted programs of curriculum revision, have made generous additions to the lists of courses offered, and have made significant shifts in the subjects required of all pupils. One study fostered by the Survey showed an increase in the number of different courses offered (different as indicated by the names assigned, which does not signify complete differentiation of content) in the *same group* of schools for two periods about twenty years apart of from 53 to 306. The average number of courses offered in these schools doubled during the same period, increasing from about 24 courses to 48 courses.

The dominant shifts in subjects required of all pupils have been (1) away from foreign language and mathematics, the subjects favored by requirements for entrance to college, and (2) toward the social subjects and physical education. Other shifts in subjects required have been less notable.

Certain of the curriculum studies made did not rely on the tabulation of subjects offered or required, but ascertained the courses actually taken by pupils during high-school careers at successive periods in the same high schools. The results of these analyses disclosed some of the most striking changes in the Survey—changes which should be reassuring to those who have been concerned over what they have assumed to be the static nature of the curriculum of the secondary school. For example, for one classical high school in the East the proportion of work taken in foreign language and mathematics declined from 95.6 per cent (of all work taken) in 1890 to 58.6 per cent in 1930. For a high school in the West the proportion in the same subjects declined over a similar period from 54.5 per cent to 32.7 per cent. While these changes were going on, other subjects came in to take the place of those losing ground: among the greatest increments were those for what may be termed non-academic subjects—the fine arts, practical arts,

and physical education. In certain schools this large group of non-academic subjects had by the close of the period come to claim from a third to two-fifths of all the pupil's time in the classroom. If figures for non-graduates were at hand, they would unquestionably show even larger proportions in non-academic subjects than have been reported for graduates.

The subject specialists of the Survey staff made efforts to find changes within subjects and subject-groups in schools and systems throughout the country and discovered many evidences of modification. Most of these specialists found more tendency to change at the junior high-school than at the senior high-school level, indicating that the junior high school is a vehicle of innovation—a fact emphasized in several other projects of the Survey. Most of them found, also, much shift at the junior high-school level toward general rather than special courses.

To the conservative in education the discontent with the old curriculum represented in these trends of expansion and modification may seem unwarranted. The fact that the changes have been going on over a long period suggests the operation of basic forces. I shall indicate later my belief that they, in common with many other changes disclosed in other projects of the Survey, have been prompted by at least two influences, one of which is the aim to serve better the diverse population pouring into the secondary schools and the other, the changing conceptions of the purposes of education.

PROVISIONS FOR INDIVIDUAL DIFFERENCES

Another of the larger projects of the Survey has endeavored to ascertain the extent of and to analyze the provisions for individual differences. We have already called attention to the widening diversity of ability and interests of pupils resulting from the influx into secondary-school grades. This increased diversity gives to the study of these provisions an exceptional timeliness. Because of the recency of the influx and, therefore, of the problem of adapting the school to the individual, the whole project may be thought of as largely concerned with innovation.

This project has discovered a great array of these provisions for individual differences, not yet as generally practiced as seems desirable, but indicative of a general recognition of the problem. Critical analysis by the specialist in charge has reduced this wide array to what he calls three "core elements of a typically successful program to provide for individual differences," namely, homogeneous grouping, special classes for the very bright or gifted and for the slow, and the unit assignment. The first of these, carried on in many schools, aims to group the pupils within a given grade according to ability rather than by the method of heterogeneous grouping formerly almost the universal practice. Special classes for the gifted or slow pupils may be thought of as a type of homogeneous grouping. The facts show that these classes are provided about nine times as often for slow pupils as for the very bright.

Procedures characterized by the unit assignment are among the most frequent provisions for individual differences. They are known by a wide variety of names, among the most frequent being the "Dalton plan," "Winnetka technique," "Morrison plan," "long-unit assignments," "individualized instructon," "contract plan," "laboratory plan," "problem method," and "project method." A notable fact about the first three of these procedures is that the practices carried on in schools reporting to use them with unusual success deviate widely from the characteristics of the plans as described by their originators—in differing degrees for the different procedures.

A startling fact about the remaining six in the list, namely, long unit assignments, individualized instruction, contract plan, laboratory plan, problem method, and project method, is that detailed analysis of practices in schools reporting to use them with unusual success finds these practices to be essentially identical, no matter what name is applied. A significant implication here is that terminology is needlessly elaborate and complex and that the educational world will be better off if it discards most of this jargon. This is no denial that the unit assignment is distinctly serviceable in providing for individual differences; the report of the Survey concludes that it is so. In thus both clarifying the thinking with respect to some procedure and showing the way to its greater utility the Survey renders a characteristic service.

THE REORGANIZATION MOVEMENT

Another major project of this survey of secondary education inquired into the extent and significance of the movement to introduce what are called junior high schools or intermediate schools, which represent in effect a downward extension of secondary education to include the last two grades of the conventional elementary school. Beginning with its first examples scarcely more than two decades ago, reorganization of this type had been extended by 1930 to include 5619 schools for white pupils. This number is approximately a fourth of all public secondary schools. Schools on the reorganization plan in that year enrolled more than 30 per cent of all pupils enrolled in schools in Grades 7, 8, and 9.

Analysis of the features of organization in a large number of schools reorganized and unreorganized features that make possible enhanced service to pupils enrolled, shows schools representative of junior high-school reorganization to be superior to schools conventionally organized. Within the whole group of reorganized schools are different patterns of reorganization, such as separate junior high schools with two or three grades and six-year schools (including both junior and senior high-school grades). Size for size, up to enrollments of about 2000, the six-year school (undivided or on a three-three basis) has advantages over the separate three-year junior and senior high schools. The same project shows that size of enrollment is a more important factor of differences between schools than type of organization.

The public junior college, particularly that on local foundations, is in effect an upward extension of the secondary school. The first of these public units is only thirty years old. Notwithstanding the youth of this movement, the number of public junior colleges increased by 1930 to 175 enrolling almost 50,000 students. The number of private units exceeds that of public institutions and the enrollment in both public and private junior colleges is now not far from 100,000. The vitality of the junior college movement seems to demand that this new unit be given a prominent place in our family educational institutions.

The advent of both junior high school and junior college in the same communities has led to experimentation with the regrouping of grades, so that we find, besides the expected 6–3–3–2 plan, certain systems at work with the 6–4–4 plan, the aim being to simplify the organization and work out a better articulation of units. Still others, conscious of the long fourteen-year period of education represented, are striving to shorten it by one or two years. In line with its interest in innovation, the Survey has made a count of and described analytically all these special reorganizations.

THE LIBRARY IN THE SECONDARY SCHOOL

Another timely subject represented in the projects of the Survey is library ser-

vice in the secondary school. Many schools were reported to the specialist in charge as having outstanding library service. He gathered information by inquiry form from almost four hundred schools and traveled more than 13,000 miles to study forty or more of their libraries at first hand. If facilities and practices in these schools are a prophecy, the library will soon become one of the central features of the modern secondary school. The functions dominantly accepted for these libraries by school heads and librarians are the enrichment of the curriculum by supplying reference material and provision for desirable recreational activity. Besides providing reading rooms for the library, many schools are adding special rooms, such as librarians' work rooms, conference rooms, library classrooms, and rooms for visual instruction. The libraries are increasingly staffed by full-time librarians trained for the work rather than by teachers who give only a part of their time to the library. They are often aided in the work by additional assistants, who may be adults or pupils or both. These better libraries are intimately involved in the recent vigorous movement to improve methods of teaching. This is particularly true for the methods characterized by the unit assignment to which reference has already been made. Materials required for the units are being made available in the library itself or, in an increasing minority of schools, through classroom libraries which are in effect intra-school extensions of library service.

This investigation of the secondary-school library was organized, as were other projects of the Survey, in part to throw light on certain controversial issues. One of these is whether the study hall and the library of the school should be combined. Of course, there are those who contend that no issue exists here. These would be such persons as are irrevocably committed to one or the other of the two plans at issue, that is, either the arrangement in which the study hall is combined with the library or that in which the library is separate from the study hall. Typically, librarians much prefer separation. Principals are divided on the issue, and among them are many staunch supporters of some arrangement providing opportunities for study in the library.

The library project did not stop with securing opinions of principals and librarians concerning the problem, but gathered and analyzed information concerning the actual use made of materials in the library by pupils in schools in which the two plans are operative. The evidence was reported by more than 17,000 pupils on a simple form inquiring into the uses they had made of the library on the day previous to that on which the form was filled out. The analysis of the replies showed that the proportion of pupils making some use of the library in schools operating the combined plan was more than twice as large as in schools in which library and study hall are separate. With respect to all possible uses of the library, such as studying assignments in library books and periodicals, reading for pleasure, using the *Readers' Guide* or card catalogue, or borrowing books in which to study assignments or to read for pleasure, the proportions of pupils were larger for the combined than for the separate arrangement.

The evidence encourages the conclusion that, if the aim is to secure maximum use by the pupils of the materials provided, the combined arrangement achieves this aim and serves better than separation the two functions already reported as being dominant for school libraries. Certainly, the least that the evidence reported can mean is that unusual efforts must be made in schools operating the separate plan to offset the advantage of accessibility of materials that is inherent in the combination plan.

At the risk of repetition, it may be said that this library project illustrates again the service of the Survey in indicating what forward-looking schools are doing and in contributing to the clarification of some of the issues involved in the feature of the schools represented in the projects.

OTHER PROJECTS OF THE SURVEY

Only the briefest statements can be made concerning the meaning or findings of other projects of the Survey. A study of articulation of high-school and college shows progress toward flexibility in the requirements for admission to higher institutions, including some recession from previous prescriptions of traditional subjects and by provision in a number of higher institutions of additional plans of admission. The same project finds improved arrangements for caring for the individual following admission. A project comparing selected small schools with unselected small schools finds marked differences in favor of selected schools and also the point of feasibility in shifting from smaller to larger schools of incorporating certain constructive features in secondary education. A study of secondary schools for Negroes in southern States shows the proportions of that race having opportunities for secondary education to be on the increase and describes the facilities in some outstanding schools. A project inquiring into the kinds of districts maintaining high schools finds them to be exceedingly diverse, even within individual States, indicating that the zeal to provide opportunities for secondary education will find a way. This investigation found a few States endeavoring to work out a more satisfactory organization of districts and other States in which the problem is being systematically studied. A special project under this heading was fostered in California where the union high-school districts dominates—a project participated in by the state teachers' organization. The report recommends the displacement of the union high-school districts by what are called "superintendency areas" which would bring about integration of elementary and high-school districts. In another project investigation was made of the administrative and supervisory staffs in State departments of education and in city school systems having to do with secondary education, as well as of administrative and supervisory officers within individual schools. Investigation was made in one project of practices in the selection and appointment of teachers. In still another project investigation was made of activities in the supervision of teaching in schools reported to be carrying this work farther than others. Study was made in one project of practices in guidance, special attention being given to the different types of organization and control, centralized and decentralized, of guidance programs. It is clear that provisions for achieving this relatively new function of the school are rapidly being made and that the organizations for achieving it are of widely varied pattern. A large-scale inquiry was made into the extra-curriculum, and trends of development noted. The same was done for athletics and the health program. Another project—not a major one—inquired into innovating practices in registration and schedule-making and a number of procedures were unearthed which more schools will want to follow. Research carried on within schools and school systems have been studied, with the conclusion that only a small proportion of the considerable number of departments of research were found to be prosecuting basically valuable studies. However, mere committal of a considerable number of systems to prosecution of research is a promising innovation. Policies and practices in school publicity were studied and a wide variety of promising practices in interpreting the

secondary schools to the public were uncovered. Finally, the laws and regulations controlling secondary education within the States were analyzed and dynamic tendencies noted.

THE SIGNIFICANCE OF SUCH A SURVEY

When one considers the question of the usefulness of such a National survey, the first thought is naturally of the value of its facts and findings for the school. But before endeavoring to generalize on this final guaranty of usefulness, we may well mention at least two other grounds for assurance. One of these is the high competence of the advisers and of the staff actually carrying on the work. No large-scale investigation of this nature could be expected to rise above the level of competence of those who carry on the work or of those who advise them. It is difficult to refrain, even within a brief presentation, from extended commendation of all who have contributed to the Survey in these ways, whether they are regular members of the staff of the Office of Education, or were drawn for the period of the Survey from higher institutions or public schools in various sections of the country.

The other ground of assurance referred to as not arising from the evidence itself is the generous cooperation of school people everywhere in all the projects represented. State and local school authorities and teachers—and pupils as well—have responded to requests for information in a most heartening way. Statements concerning the positive attitude toward the Survey have been volunteered to me by every member of the professional staff. The memories of this cooperativeness will unquestionably be among the most vivid I shall carry away from my connection with the whole project. Any attempt to explain this positive attitude toward the Survey must include its timeliness and promise in a field teeming with perplexities. This positive attitude has virtually transmuted what might have been the task of a small staff at work in a few rooms in the Interior Building in Washington to a huge cooperative enterprise whose participants, running into the tens of thousands, are distributed to all the States of the Union.

After all, the real assurance of usefulness of such a survey must be found in the scope and nature of the evidence that is gathered, interpreted, and reported. It may be said parenthetically that the value of the evidence is inestimably enhanced by the cooperation to which reference has been made. In view of the fact that the Survey has given its attention chiefly to serious efforts at innovation, readers of the reports will see passed in review the vast array of practices which have been introduced in order to effect improvement in our secondary schools. The specialists in charge of the projects have also gone as far as they can, with such means of appraisal as are at hand, in indicating the practical utility of the innovations. To be sure, a full complement of means of appraisal is not yet available, but a great deal of evaluation is possible through analysis, interpretation, and comparison of the practices and from the many interrelationships of the evidence. Besides, those in charge of the schools and teachers like to have the records and descriptions of the innovations before them and to be permitted to exercise their own judgment with respect to which of them they themselves will adopt or adapt in the different local situations. The contention is often made that progress in human affairs is just as dependent on variation as is biological evolution. In the report of the Survey school workers will have at hand the record of a great multitude of variations from conventional practices from which they may select those they deem best adapted to effecting improvement in the institutions of which they have charge.

It seems entirely within the scope of generalizations from the Survey to point out that this type of stock-taking, of gathering together the records of and interpreting recent changes in the schools, is peculiarly appropriate in this country. Unlike Europe with its national centralization of control of education, we have as many systems of schools and centers of control as we have States. Adding to the diversity of practice is the fact that most of the States have allowed their local systems a great deal of freedom to initiate and to experiment. At the same time that, as a Nation, we have decentralization of control in education, we aim to foster in all these States the same ideals. How essential it is then for those responsible for the schools in one State to have made known to them the nature and direction of progress in the schools of other States! This is the service of the National Survey of Secondary Education. By examining its reports those at work in any community or State in schools at the secondary level will be able to note the progress and trends at that level in all States and sections and will in consequence be able to give more comprehensive and systematic consideration to the next steps to be taken in improving their own practices.

While going over the modifications in school practice and organization represented in the wide variety of projects of the Survey one naturally speculates over the forces that have brought them about. There must have been many such forces to have stimulated such a great array of modifications as have been disclosed by the Survey. Two of these forces I believe have already foreshadowed. The first is the greatly increased popularization of education at the secondary level. We can not doubt that many of the changes that have been introduced have been aimed at adapting the school to its increasingly diverse enrollment. The second is the new conceptions of education, these reflecting our changing conceptions of values in human living. This statement is so old that it is exceedingly trite, but it is none the less true. For example, we have been striving in the modern secondary school to discard preparation for college as a goal and to put in its place an educational program that looks toward complete living—living while in school and living after school days are over. Forces like the two named have been working together to bring changes similar to those that have been summarized, such as the many types of provisions of secondary education, general and specialized, far-reaching changes in the curriculum, the reorganization that involves the introduction of junior high schools and junior colleges, the wide variety of provisions for individual differences, the programs of guidance, the library with its dual function of enriching courses and providing for wise use of leisure, and the programs of physical education and athletics—to relist a few only of the directions which innovation has taken.

I can not refrain from saying a word in conclusion concerning the possible bearing of the findings of the Survey on the steps taken toward retrenchment in the schools during the present economic recession. It is a frequent experience that during periods of financial distress those features of the school that have last been added are among the first to go when resources decline. In such times these novel features are dubbed "fads and frills," when in fact they are often more necessary than the features not assailed which are retained because of the hold of tradition long after they have outlived their usefulness. We should look carefully into the proposals to eliminate these latest developments in the schools. The report of the National Survey of Secondary Education will appear in time to be of aid in determining what sacrifices should be made.

THE INFLUENCE OF THE SURVEY[1]

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One of the present trends in education is a tendency to administer schools in terms of facts, rather than to decide policies in terms of mere guesses. On many educational problems, however, only limited data are now available. In the field of secondary education there are numerous problems that have been studied piecemeal in various localities but only a few have been studied on a national scale. It was the demand for more facts on a nation-wide basis that caused some of us a few years ago to approach leaders in Congress with the request for financial aid in a Survey of Secondary Education in the United States. In making this request we were giving expression to a genuine demand for more complete and accurate data relating to important issues in secondary education. Congress granted the request and $225,000 was made available to the Federal Office of Education for a three-year inquiry, the National Survey of Secondary Education. The success of the efforts to secure the funds for this Survey should be largely credited to Dr. Charles H. Judd who urged the importance of the investigation before educational bodies and who served as the chairman of a committee that appeared before the Director of the budget in support of the request for funds.

This Survey has just been concluded, and to celebrate its completion the National Education Association sponsored a banquet which was held in Washington on June 9. The banquet was a notable occasion; representatives of the Office of Education, of the N. E. A. staff, of numerous national civic and educational bodies with headquarters in Washington, several representatives of Congress, and the members of the Survey Staff joined in an enthusiastic celebration of the culmination of the largest cooperative undertaking in which the American secondary schools have ever had a part. Miss Hale, Dr. Crabtree and his associates deserve the thanks of American educators for sponsoring this banquet and thus giving national recognition to the completion of the Survey.

The funds appropriated by Congress called for a three-year program beginning in July 1929 and ending in June 1932. The Survey was carried forward under the general direction of a committee of nine members under the chairmanship of Dr. William John Cooper, United States Commissioner of Education. The Committee consisted of: Secretary H. V. Church, National Department of Secondary-School Principals; Dean E. P. Cubberley, Stanford University; Dean Charles H. Judd, University of Chicago; Dr. Charles H. Mann, Director of the American Council on Education; Dr. A. B. Meredith, New York University; Dr. John K. Norton, Columbia University; Dr. Joseph Roemer, George Peabody College for Teachers; Dean William F. Russell, Teachers College; and the author of this paper. This committee, known as the Consultants, served in an advisory capacity and assisted Dr. Cooper and the Survey staff in framing plans for the nation-wide study.

[1]The following paragraphs are taken from an extended address delivered by Dean Edmonson before the Atlantic City N. E. A. meeting in July last. The excerpts supplement Dr. Koos's paper. —The Editor.

An Advisory Committee of educators was also created to serve in the double capacity of advising with regard to the investigations in the Survey and of interpreting the Survey to educational organizations. Thirty persons representative of different sections and of different important educational interests in secondary education served on this committee. During the period of investigation the committee held several meetings, and numerous valuable contributions were made by individual members. An Advisory Committee of laymen representing every state in the Union was also appointed. The personnel of this committee was selected with special care in order that it might be representative of the interests of intelligent laymen. It is expected that this committee will be especially valuable in the interpretation of the Survey, and in its presentation to the general public.

The active work of the Survey was carried forward by a staff of full-time and part-time workers under the direction of Dr. Leonard V. Koos who was chosen to serve as Associate Director of the Survey. Much credit for the success of the Survey should go to Dr. Koos who gave an unusual amount of time and effort to the work. The members of the staff were selected with great care and were representative of the best-trained men in the field of education. It is very doubtful that any inquiry has had a more competent and enthusiastic staff. It is my prediction that many of the younger men who were members of the staff will in the next few decades become the leaders of thought in the field of secondary education. Too high praise cannot be given Commissioner William J. Cooper and Dr. Koos for the care shown both in the selection of the Survey staff and in the expertness with which the staff was directed.

The whole inquiry reflects very favorably on the Federal Office of Education and is an encouraging example of the new type of services that the Office is furnishing to American schools.

In terms of the amount of money available, the number of specialists employed, the extent of the investigation completed, and the hundreds of persons who contributed their time and energy, the secondary School Survey is undoubtedly the most significant study of education ever undertaken in the United States. Because of the large amount of voluntary service the Survey may be said to represent a million dollar inquiry carried on at an expense to the government of $225,000. If the government could always secure such a large return for such a small investment the widespread criticism of the expense of government would disappear.

From the beginning the Survey has been regarded as a cooperative undertaking. The movement to secure the appropriation for it was a cooperative enterprise in which the leadership was furnished by the North Central Association of Colleges and Secondary Schools, the Association of Colleges and Secondary Schools of the Southern States, and the National Committee on Research in Secondary Education, assisted by numerous other national and regional educational associations. In the planning of the Survey the committee had the advice of scores of persons and received much assistance from a large advisory committee made up of representatives of various institutions and educational organizations.

I am glad to report that there are already under way certain plans looking to the formation of committees and commissions to follow-up the Survey. The North Central Association of Colleges and Secondary Schools has decided to feature the Survey at its 1933 meeting. The National Department of Secondary-School Principals is planning to take an active part in the follow-up of the Sur-

vey, and the Southern Association of Colleges and Secondary Schools is also planning to do constructive work in the interpretation of the findings of the Survey. The National Committee on Research in Secondary Education has determined to devote its efforts to helping to make this Survey a real influence in American education. It is encouraging to find these evidences of concern about the follow-up of the Survey.

In its report the National Advisory Committee on Education made the recommendation that the federal government should render large intellectual assistance to the states in matters of education through research and through the collection and dissemination of reliable information. The committee expressed the belief that such a service would be of great value to the schools. It was pointed out that no single state can have adequate access to the experiences beyond its boundaries and that the federal government could therefore be of great service in the field of research on a nation-wide basis. If the Secondary School Survey yields the results that its friends anticipate, it will not be hard to convince Congress in future years that similar inquiries into other phases of education can be fully justified.

In this paper I have attempted to give a brief sketch of the National Survey of Secondary Education in the hope of arousing your genuine interest in the completed reports. My chief purpose, however, in addressing you is to urge that American secondary education go forward in terms of a careful interpretation of the findings of the Survey. To make this possible the reports must be studied by national, state, and local committees. And I am hoping that these supplementary studies will be so numerous that every administrator and every teacher in every large and small secondary school in America will come to know of the Survey and its findings. May I add that there are some intelligent laymen that question the capacity and the willingness of the teachers and administrators of our secondary schools to appraise the present program and to plan in terms of changing social and economic conditions. With such complete data as is furnished in the Survey the task of appraising and planning is simplified and little excuse is left for a failure to meet the challenge. It is my prediction that the Survey will mark the beginning of a new epoch for our secondary school in which greater successes than those of the past will be gained.

THE CURRICULUM AND THE NATIONAL SURVEY*

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"IN THE field of high school curriculum it is obvious that profound reorganizations are under way." Such is the view stated in a circular letter dated March 4, 1932, and signed by the officers of the Commission on Unit Courses and Curricula of the North Central Association.

After careful search the National Survey of Secondary Education has failed to discover any "profound reorganizations" in the high school curriculum. Many significant innovating practices have been found and will be reported in the series of monographs dealing with the curriculum. But not a single high school has been found in which any thorough-going reconstruction of the curriculum is actually under way.

Experiments Now Being Considered. Several proposals for fundamental reorganization are being considered by this Association. Yesterday afternoon Mr. Ryan reported before the Commission on Unit Courses and Curricula for a sub-committee of the Committee on Standards for Use in the Reorganization of Secondary School Curricula. His report proposed an experiment in the preparation of high-school pupils for college. In his statement before this Commission last year,[1] Mr. Ryan called attention to some of the unsolved problems related to the curriculum of secondary education. He then proposed that,

> This Association is in a position to find answers to some of these questions by experimental methods. The individual superintendent or principal is seriously handicapped in undertaking such experiments alone. As soon as he breaks away from tradition in a manner radical enough to serve the purposes of such an investigation, some agency or other dislodges his high school from the accredited list. Most school administrators are not ready to commit professional suicide in the interest of science. But if the higher institutions of this Association will agree to stand by such an investigation, there is no reason why it would not be undertaken.
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> For example, during the next eighteen months committees of this Commission might outline the first year's work of an experimental three-year college-preparatory program designed to take the place of the usual tenth, eleventh, and twelfth grade work. Let a number of the North Central high schools, any number from fifteen to forty, be authorized to organize one experimental group each, of about thirty pupils who will be ready for the tenth grade in the fall of 1932. Let membership in such an experimental group be conditioned upon the full consent and approval of the parents, upon the pupil's interest in the experiment, upon an ability rating which forecasts a successful college career, and upon what appears to be permanent residence in the community. Let the several Boards of Education pledge themselves that the pupil shall be duly graduated without prejudice or restriction, and let the colleges of the Association pledge themselves to admit these pupils in 1935 without condition. Let all other action be taken to clear away the possible routine handicaps.[2]

At the same session Mr. French reported for another sub-committee which proposed that the North Central Association embark upon an adequate, scientific study of the secondary school curriculum. As Mr. French pointed out no such study can be carried on without adequate financial backing. It would involve full time work of a curriculum group over a period of several years.

*An address given before a joint meeting of the Commission on Unit Courses and Curricula and the Commission on Secondary Schools, March 17, 1932.—THE EDITOR.

[1] H. H. Ryan, "What Should Be the Policy Governing the Future Activities of the Commission on Unit Courses and Curricula?" NORTH CENTRAL ASSOCIATION QUARTERLY, VI (March, 1932), 394–98.

[2] *Op. cit.*, p. 397.

As you doubtless know a committee of the Progressive Education Association is now at work and has been at work for more than a year and a half making preparations to set up a program of experimentation in twenty or thirty secondary schools in September, 1933. This committee includes official representatives of the Department of Secondary School Principals of the National Education Association. Leading colleges and universities are expected to cooperate by undertaking to receive the graduates from these experimental centers without regard to the standard fifteen units. The first high school graduates under this plan who will be ready for college will graduate from high school in June, 1936.

Few more searching criticisms of American secondary education have been made in recent years than that which is given by Learned.[3] He makes what is possibly the most fundamental proposal for experimentation which has yet been made when he urges that the entire system of points, credits, and units be abandoned. As he says, "The administrator's problem is to contrive for each child fifteen units in school or one hundred twenty hours in college."[4]

"There can be little doubt," he continues, "that the defect in the existing order that is most far-reaching in its damage is this blunder to which I have just alluded, this substitution of a numerical symbol for an assumed intellectual value, this professed equating of educational content by means of the standardized wrapping in which it is delivered."[5] Finally he says,

> Let us now sum up the forecast that we have hazarded in the name of a more realistic view of education. First, and in the immediate foreground, we would place the extremely simple but drastic revolution that must ensue when we restore to education the sense of achievement in its own terms—namely, the mastery of important knowledge. Let us have done with credits, points, semester hours, units, and the like, and let us act on our conviction that education consists in awareness of the insights that result from essential interlocking ideas thoroughly understood. We shall thereby have touched off the charge that must clear the way for all the rest.[6]

Experiments Now Under Way. In many schools significant experimentation is already under way. For example, it was my privilege about three weeks ago to talk with five teachers in a Pennsylvania high school who are teaching the experimental classes which have been organized in that school as a result of the findings to date of the Pennsylvania Study. Eleven hundred children in the seventh grade in that city were measured in September, 1928, with intelligence tests and achievement tests. Such measures were used each year for three years. In September, 1931, those whose records for the preceding three years were best, 107 in all, were organized in four experimental sections for tenth grade work in English, modern history, biology, second-year algebra, and either Latin or French. These five lines of work will be followed for three years.

In science a teacher of chemistry will take the four classes next year, but the teacher of biology will continue to meet them once a week. In the third year a teacher of physics will take charge, but work in biology and chemistry will be continued. This year the teacher of biology has weekly conferences with the two teachers who will have the work in chemistry and physics. Much content from physics and chemistry is being included this year as it fits with the biological sequence. The three teachers each have a club in which these students are encouraged to enroll. The teacher in charge this year is encouraging individual interests whether biological or not.

In English the classes have read much

[3] William S. Learned, *Realism in American Education.* The Inglis Lecture, 1932. Cambridge, Massachusetts: Harvard University Press.

[4] *Op. cit.*, p. 9.

[5] *Op. cit.*, p. 11.

[6] *Op. cit.*, p. 62.

more extensively both in class study and in individual reading than the regular classes. They have done some of the work usually done in the eleventh grade. In addition a month has been devoted to the study of the sentence as a result of the realization by the pupils of their urgent need.

In history these classes have in the ninth grade studied ancient history to the fall of Rome. This year European history is being covered. Next year American history will stress the social and economic phases. In the last year problems of American democracy will be required of all in these sections.

In mathematics individualized guide sheets allowing for varying rates of progress are being used. Next year plane and solid geometry will be covered in one year. In the last year mathematical analysis will be studied.

In foreign language the usual work will be done in these classes.

Obviously this experiment, interesting and significant as it may be, is in no sense a fundamental reorganization. It is, in fact, in one sense a reversion to an earlier type since it completely eliminates music and art, industrial arts and home economics in favor of the strictly academic pattern.

The possible future development of this experiment is indicated by the description of the general character of the proposed curriculum as given in Progress Report III of the Pennsylvania Study.[7] The complete statement can not be quoted, but the first few paragraphs state certain general principles which are to control the experimental curriculum.

> Elective opportunities will be modified in favor of a unitary curriculum with one or two very broad options such as science and mathematics or language, literature, and history. The division between these groups may take place either in the middle or at the end of the tenth year, when the teachers shall have become thoroughly acquainted with the pupils.
>
> Within these definite channels the opportunities will be made as flexible as possible, in order that individual pupils may emphasize their most effective special interests by independent study supervised and evaluated by the school.
>
> Effort will be made at every point to avoid the notion of precise units of work begun and terminated at given dates and to substitute the conception that with each new field of study the pupil begins a continuous sequence of ideas that amplifies and explains many other fields; that no field is ever closed or exhausted but rather that the essential ideas acquired are to be matured and assimilated for permanent equipment.[8]

Many other important experiments are now being carried on in many high schools. Some of the innovating practices that have been found in English, the social studies, and science have been reported in a paper read before one of the discussion groups of the Department of Secondary School Principals.[9] These numerous innovations within the familiar subject-matter boundaries are extremely significant because they indicate that a widespread unrest, a sense of dissatisfaction with things as they are, is characteristic of American secondary education. However, nothing comparable to the present situation in colleges of liberal arts can be found among the secondary schools. The last few years have witnessed amazing changes in collegiate education. Part II of the current Yearbook of the National Society for the Study of Education is devoted to a report of "Changes and Experiments in Liberal Arts Education." In chapter three one hundred twenty-eight such outstanding changes and experiments in liberal arts colleges are described.

[7] *Progress Report*, III. Memorandum of Proposals for the Treatment of the Secondary Enquiry Group in the Senior High School, 1931–34. New York: The Carnegie Foundation for the Advancement of Teaching, 1931.

[8] *Op. cit.*, p. 16.

[9] Arthur K. Loomis, *Recent Trends in the Secondary-School Curriculum*. Progress Report, National Survey of Education. Bulletin of the Department of Secondary-School Principals of the National Education Association, March, 1932.

That such a catalog for secondary schools can not be prepared constitutes a challenge to the highly efficient standardizing agencies. So well has the North Central Association, for example, succeeded in enforcing its extra-legal standards that no accredited school in the territory has ventured to abandon the Carnegie unit with its artificial, time-serving definition of progress towards graduation.

Trends in the Development of the High School Offering. The rest of this paper will be devoted to the presentation of some of the detailed findings of the survey. Time permits the discussion of only three of the special studies. One of the projects which was planned as a part of the survey of the curriculum was to bring Stout's[10] investigation down to date. This has been done independently by Van Dyke and has been reported in the November and December, 1931, issues of the School Review.[11] The offerings of thirty-five high schools were reported by Stout for the periods 1906–1911 and 1915–1918. Van Dyke analyzed the offerings of the same thirty-five high schools for 1929–1930. He reports the following trends in the development of the high-school offering.

1. The programs of study of thirty-five high schools of today show less agreement and less standardization than they did fifteen or twenty years ago.

2. The organization of curriculums today shows that during the past twenty years efforts have been made by school men to break up the narrow high-school offering of former years and to provide richer programs of study and greater variation for the education of high-school pupils of today.

3. The organization of the curriculums also gives evidence that the curriculums set up strictly for college-preparatory purposes are today of less importance in comparison with the entire curricular offering of the schools. Curriculums in the fine arts and practical arts, in contrast, have greatly increased in importance.

4. Enrichment or expansion within the individual fields of study is by far the most significant trend in the development of the high-school offering indicated by the investigation. Enrichment is indicated by the great increase in the number of courses and subjects offered and by the type of new courses that have been introduced in the various subject groups. The trend is especially evident in the fine and practical arts and in English.

5. Students of secondary education should be encouraged by the trends brought out in the study. Diversification, enrichment, variation, and experimentation are seen in most of the fields of the high-school program of studies.[12]

Changes in Percentage Distribution of Work Taken. Counts reported curriculum practices in 1924 in senior high schools in fifteen cities.[13] In that monograph one of the most interesting tables gave the percentages of the total number of pupil recitation hours devoted to each of the eleven divisions of subject matter in the four upper years of the public secondary school in each of fifteen cities. Comparable data from fourteen of these cities have been secured for 1931. When the average of the fourteen cities is considered, foreign languages have made the greatest loss followed in order by mathematics, English, home economics, and art. Commerce and physical education have made equally great gains followed in order by social science, music, industrial arts, and science.

English has decreased from 18.8 per cent of the total number of pupil recitation hours in 1924 to 17.7 per cent in 1931, but it is still the most important subject in terms of pupil recitation hours. In four cities English has gained in its percentage of the total while it has lost in ten cities.

[10] John E. Stout, *The Development of High-School Curricula in the North Central States from 1860 to 1918.* Chicago: University of Chicago Press, 1921.

[11] George E. Van Dyke, "Trends in the Development of the High School Offering," *School Review,* XXXIX (November and December, 1931), 657–64, 737–47.

[12] *Op. cit.,* pp. 746–47.

[13] George S. Counts, *The Senior High School Curriculum.* Supplementary Educational Monographs, No. 29. Chicago: Department of Education, The University of Chicago, 1926.

Commercial subjects have increased from 12.4 per cent to 13.9 per cent and rank second as they did in 1924. Commerce has gained in ten cities and has lost in four.

Social science has increased its percentage from 11.4 per cent to 12.7 per cent and ranks third as it did in 1924. Social science has gained in eleven cities and has lost in three.

Science now ranks fourth while it ranked sixth in 1924. It has increased from 10.2 per cent to 10.7 per cent. It has gained in twelve cities and has lost in two.

Mathematics retains fifth place although it has decreased from 11.0 per cent to 9.5 per cent. It has lost in twelve cities and has gained in two.

Physical education now ranks sixth instead of seventh as in 1924. It has increased from 7.7 per cent to 9.2 per cent. It has gained in ten cities and has lost in four.

Foreign languages have dropped from fourth place in 1924 to a tie with industrial arts for seventh place in 1931. They have decreased from 11.1 per cent to 8.3 per cent. They have lost in thirteen cities and have gained in one.

Industrial arts have increased from 7.5 per cent to 8.3 per cent and have gained in seven cities while they have lost in six cities and have remained unchanged in one city.

Home economics is still in ninth place, but it has decreased from 4.7 per cent to 3.8 per cent and has lost in eight cities, has gained in five, and has remained unchanged in one.

Music in still in tenth place, but it has increased from 2.5 per cent to 3.6 per cent and has gained in ten cities, has lost in three, and has remained unchanged in one.

Art was in last place in 1924 and remained in the same position in 1931. It has decreased from 2.4 per cent to 2.2 per cent, but it has gained in nine cities while it has lost in five other cities.

Trends in Work Taken by Graduates. In order to study trends in work taken by high-school graduates from 1890 to 1930 the records of a sampling of the graduating classes at ten-year intervals in seven high schools were analyzed to show the percentage distribution by subjects. In this study credit hours are used instead of pupil recitation hours as in the study by Counts. The extreme variation in practices with regard to allowing credit for physical education has made it necessary to omit physical education from this study of percentage distribution of work completed by high-school graduates. The subject groups used were English, social science, foreign languages, mathematics, science, and non-academic subjects. Records were available for East High School of Denver and the Classical and Commercial High Schools of Providence beginning in 1890, for Manual Training High School of Denver and the Hope Street and Technical High Schools of Providence beginning in 1900, and for Long Beach High School beginning in 1910.

In the East High School of Denver, one-third of the work taken by the graduates of 1890 was in foreign languages. Mathematics and science each accounted for slightly more than one-fifth of the work. Thus, three-fourths of the student load was in these three fields. English and social science made up the rest of the work. No non-academic courses were taken by the graduates of 1890.

The class of 1930 took only a little more than half as much foreign language and science as did the class of 1890 and also took much less mathematics, but, on the other hand, took more than twice as much English and had much more work in social science than did the graduates of 1890. By 1930 nearly fifteen per cent of work in non-academic subjects was completed. Foreign languages stood highest among the subject groups in per-

centage of work taken in 1890, 1900, and 1910, but this group had dropped to third place by 1930, being exceeded by English and social science.

In 1900 the Manual Training High School of Denver presented a striking contrast to the East High School in percentage distribution of work taken by the graduates. Although the work of the graduates of East High School was entirely academic in 1900, more than one-third of the work taken by the graduates of the Manual Training High School was in the non-academic group. About half of the work was in foreign languages, mathematics and science. The percentage of work taken in English and social science was quite small.

The percentage of work taken by the graduates of 1930 in English and social science combined was about 2.5 times the percentage of work taken in those groups by the graduates of 1900. During the same period, the percentage of work taken in the non-academic group declined 9.8 per cent.

There was a much greater similarity between the work of the graduates of the Manual Training High School and the East High School in 1930 than there was in 1900.

In 1890 the Classical High School of Providence offered work in only three subject groups— foreign languages, mathematics and social science. Foreign languages accounted for 78.4 per cent of all the work; foreign languages and mathematics, taken together, included 95.6 per cent of it. English as a subject was not taught at this time. There were no recitations and there was no textbook. Every pupil wrote a composition and declaimed a selection at certain times during each year. English was not required for college entrance and was not studied in college until the junior year.

By 1900 English had come into the curriculum and the percentage of work taken in it increased steadily until, in 1930, nearly one-fifth of the work taken by the graduates was in this subject group. Science was also introduced by 1900, but the percentage of work taken in it remained small throughout the period studied. There was a steady increase in percentage of work taken in social science, while, in mathematics, a decrease during the first half of the period was followed by an increase during the latter part. Non-academic subjects did not appear in the work of the graduates until 1930 and then only 1.7 per cent of the work fell within that group.

The percentage of work taken in foreign languages by the graduates of 1900 was only about half as large as that taken by the graduates of 1930. But notwithstanding the marked decrease in the amount of languages taken, the foreign language group continued to be, in 1930, much the most important group in the Classical High School. Nearly as much work was taken in that field alone as was taken in the next two groups, English and mathematics, combined. The percentage of work in foreign languages (38.8 per cent) was twice the percentage found in any of the other schools in the survey except the Hope Street High School in Providence.

Marked differences appear in the distribution of the work of the graduates of the Commercial High School of Providence in 1890 and in 1900. These differences are largely explained by the history of the school. In 1890, it was known as the English High School and English was the ranking subject with science only slightly below it. These two subjects accounted for nearly 58 per cent of all the work. Between 1890 and 1900 the school became the Commercial High School; the distribution of the work of the graduates of 1900 shows that English and science had fallen off more than half, while social sciences, foreign languages and the non-academic group had made material increases.

The graduates of 1910 took a larger percentage of work in science and the non-academic subjects and a smaller percentage of work in the other subject groups than did the graduates of 1900.

Since 1910 the graduates of the Commercial High School have taken decidedly more work in English, social science and the non-academic subjects. Mathematics, science and foreign languages, on the other hand, have fallen to positions of minor importance; in 1930, they accounted for only 20.1 per cent of the work of the graduates. The non-academic group has shown steady growth since 1890. In 1930 the percentage of work in this field was 41.4 per cent, of which 39.5 per cent was in commerce. Industrial arts and home economics were not taken.

In 1900, the Hope Street High School of Providence, like the Classical High School, emphasized foreign languages and mathematics; nearly three-fifths of all of the work of the graduates of that year was in those subject groups. English also ranked high, accounting for nearly one-fifth of the work. Social science, science and the non-academic subjects were of minor importance.

In the decades after 1900 the percentage of work taken in English and social science increased; the percentage in science and the non-academic group increased for a time but lost in 1930; there was a slight loss in the percentage of work taken in mathematics and a decided loss in foreign languages. In 1930, however, foreign languages still constituted an important subject group in the Hope Street High School, being second only to English in percentage of work taken by the graduates of that year. Throughout the period of thirty years, this high school remained predominantly academic in type. Ninety per cent of the work of the graduates of 1930 was in the academic subjects.

In the Technical High School of Providence, approximately one-third of the work of the graduates of 1900 was taken in non-academic subjects. More than an additional third was taken in mathematics and science. Social science stood especially low in percentage of work.

The change in this high school since 1900 in percentage distribution of work taken was probably less marked than the change in any of the other high schools. In 1920 and 1930, approximately the same percentage of work was taken in the non-academic group as was taken by the graduates of 1900. The distribution of work in the academic subjects shifted considerably from decade to decade, but most of the changes were small. By 1930, English was second to the non-academic group and social science had more than doubled in percentage of work, while foreign languages, mathematics and science had declined in importance. The last two subject groups, however, were still quite high in percentage of work. The non-academic, science and mathematics groups accounted for 68.9 per cent of the work in 1900 and 62.7 per cent in 1930, a drop of only 6.2 per cent.

There was little change in the percentage distribution of work taken by the graduates of Long Beach High School from 1910 to 1930 in English, social science and science. There was a loss in foreign languages and mathematics during the twenty-year period. In the non-academic group, the percentage of work taken in 1930 was more than twice the percentage taken in 1910; this was due primarily to an increase in the amount of commerce work. English was first in percentage of work in 1910, social science second, and foreign languages and the non-academic subjects were tied in third place; in 1930, the non-academic subjects were first, English second, social science third, and foreign languages had dropped to fifth place.

In general for these seven schools the

most noticeable change within the academic subjects has been a shifting of emphasis from foreign languages to English and social science.

There were striking differences between the distributions of work taken by the graduates of the Classical and English High Schools of Providence in 1890. The Classical High School offered no English, science, or non-academic subjects, while 68.4 per cent of the work in the English High School was in these subject fields. At the same time East Denver High School offered no non-academic work and only a small percentage in English.

Two distinct types of work were offered in 1900 by the six schools studied. The East Denver High School and the Classical and Hope Street High Schools of Providence were strictly academic; the other three high schools emphasized the non-academic fields, although the Commercial High School of Providence maintained a high percentage in academic fields as well.

In 1910 Long Beach High School was added to the group on the academic side, although its graduates took more non-academic work than did the graduates of the other academic high schools. By 1920, all of the academic high schools except Classical High School of Providence had made advances in the non-academic field and had tended to decrease the differences in the other fields. In 1930, the Manual Training High School of Denver, the Long Beach High School, and the Commercial and Technical High Schools of Providence were heavily non-academic with English of the academic group ranking second, because of three, three and one-half, and four year requirements in that field. In the Manual Training High School, a three-year social science requirement also held the percentage in that group high. The high percentage of social science in the Commercial High School was due entirely to election. In each of these four schools foreign language was quite low.

The East Denver High School and the Classical and Hope Street High Schools of Providence were strongly academic in 1930, just as they had been during the earlier part of the period studied. The East Denver High School, however, showed a considerably larger percentage of work in the non-academic field than did the two Providence high schools.

A comparison of the mean percentage distributions for these schools by decades shows certain definite trends. The percentage of work taken in English has increased steadily since 1900. Preceding 1930, English stood third among the subject groups, except in 1900 when it was fourth; in 1930, English was first, exceeding the non-academic group by 0.1 per cent.

There was little change in the percentage of work taken in social science from 1890 to 1910. After 1910, the proportion of work in that subject field increased considerably.

There was a continuous decline in percentage of work taken in foreign languages. The drop was somewhat greater after 1910 than before that date. In 1930, the percentage of work in that field was less than half the percentage in 1890. Nevertheless, the foreign language group was third in importance in 1930, outranking social science, mathematics, and science.

The percentage of work taken in mathematics and science fell off steadily from 1890 to 1930, but the decline was not so marked in either of these subject groups as it was in foreign languages. The drop was somewhat greater in science than it was in mathematics. In 1890 mathematics occupied second place and science third place among the subject fields; in 1930, mathematics was in fifth place and science ranked last.

The non-academic subjects showed a decided increase in percentage of work

from 1890 to 1920. From 1920 to 1930, there was no change in the percentage of work taken by the graduates in that subject field.

In general, English, social science and the non-academic subjects profited at the expense of foreign languages, mathematics and science.

The major findings of this special part of the curriculum study are as follows:

1. There was a continued adherence to the academic curriculum throughout the period from 1890 to 1930.

2. Special schools showed a tendency to break away from traditional courses, although, even in those schools, more work was taken in the academic than the non-academic fields.

3. The most important subject group in the early part of the period was foreign languages. There was, however, a continuous and marked decrease of emphasis upon this subject field, until, in 1930, it was surpassed by one or more groups in six of the seven high schools used in this survey.

4. The percentages of work taken in mathematics and in science declined steadily between 1890 and 1930, but the decline was less marked than in foreign languages.

5. English and social science gained in percentage of work taken by the graduates. The non-academic subjects also gained; in some schools, the non-academic gain was very large, while in other schools, the increase was negligible.

6. There were very wide differences among the schools during the forty year period in the percentages of work taken by the graduates in foreign language and the non-academic field. The differences among schools in the percentages of work in mathematics and science, on the other hand, were comparatively slight.

7. The differences among high schools in percentage distribution of work taken by the graduates in the various academic subject groups became progressively less between 1890 and 1930; the differences in the percentage of work taken in the non-academic subjects, on the other hand, became greater during the same period.

8. The most striking facts revealed by this analysis are a decided broadening of the curriculum, both in the academic and the non-academic fields, and a trend toward a curriculum that is much more nearly uniform for all schools.

Summary. In this paper some of the findings of the National Survey of Secondary Education relating to the curriculum have been presented in preliminary form. The main conclusions discussed in this report are as follows:

1. Not a single school has been found in which a thorough-going reconstruction of the curriculum is actually under way.

2. The Progressive Education Association in cooperation with the Department of Secondary School Principals of the National Education Association is planning to launch an experimental program in twenty or thirty high schools beginning in September, 1933.

3. This Association has before it for consideration a proposal that would involve a long-term study of the curriculum.

4. Learned has proposed that we have done with credits, points, semester hours, units, and the like.

5. The Pennsylvania Study is leading into some very significant experimentation looking toward a flexible unitary curriculum with one or two broad options providing for a continuous sequence of ideas in each field of study.

6. The very efficiency of standardizing agencies prevents fundamental experimentation in member schools.

7. Van Dyke's continuation of Stout's investigation shows that the most significant trend in the development of the high school offering is the enrichment or expansion within the individual field of study.

8. When Counts' study is brought up to date it is found that in the last seven years foreign languages have made the greatest loss in percentage of total students' time followed in order by mathematics, English, home economics, and art. Commerce and physical education have made equal gains followed in order by social science, music, industrial arts, and science.

9. Since 1890 there has been a marked decline in foreign languages, a smaller decline in mathematics and science, and a marked increase in English, social science, and the non-academic subjects.

THE SURVEY AND THE RECONSTRUCTION OF CURRICULA[1]

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WE ARE now entering the reconstruction period of American secondary education. When the reports of the National Survey group get into the hands of secondary school and college leaders the movement will get under way rapidly. The mass of objective data which this survey will bring to them, together with the critical analyses of those who have conducted the survey, will undermine and make absolutely untenable many of the practices to which they now adhere. Every secondary school man in America who takes pride in the fact that he is a student of secondary education and who endeavors to administer his schools in the light of the known facts affecting secondary education will need to be a close student of these reports. Every school of education in America which offers courses on secondary education and which trains teachers for this field will need to appraise its entire program for the training of secondary school teachers in the light of this national study. In particular, the curriculum which has been going through a period of mild revision, as Dr. Loomis' paper shows, will enter a period of thorough reconstruction, in order to avoid being the thing of "shreds and patches" that this national survey shows it now to be. The *reorganization* movement initiated in 1918 and marked by the appearance of the report of the committee on reorganization of secondary education gives away with the completion of the national survey of secondary education to a growing period of *reconstruction.*

Some of the most crucial and difficult reconstruction work to be done centers around the problem of the curriculum. Dr. Loomis' paper illustrates both the weaknesses of the present situation and the obvious evidences of the possibility of further developments. The most important outcome of this survey will be its effect on the core problem of secondary school curriculum. All other reconstruction is secondary in importance when compared to the curriculum. It is, therefore, highly important to this group that an effective organization for secondary school curriculum reconstruction be accomplished. The purpose of this paper is to suggest certain means for doing this.

So far, curriculum reconstruction in public schools has come forward under one of two general types of plan. They may be designated as local and non-local. Under the local plan, each separate school system sets up its own curriculum construction organization. Denver is the classical example of such a set-up. Hundreds of small and generally poor administrations are to be found throughout the country. Under the non-local plan a larger unit is utilized. Reconstruction programs initiated by state departments of education for the schools of an entire state are the best examples of non-local type. Horn, years ago, argued for a national curriculum commission, but the plan met with no favor, and as the years have gone by in which fear of federal domination of American education has increased the idea has continuously lost favor. Others have more recently advocated the wisdom of non-local organization, but have presented little in the way of a plan.

1 This paper was read by Mr. French following Mr. Loomis' paper and is a discussion of the ideas and facts presented there.—THE EDITOR.

Experience with the local organization plan has brought to light some inherent weaknesses when considered as a program to be generally adopted throughout the nation. Briefly they are as follows: (1) The cost is prohibitive. Only large systems are able to carry the necessary overhead for such undertakings. Moreover this cost tends to increase rather than diminish as the difficulties of the problem become more widely understood. Some school systems which might have afforded simple, early-day programs, now realize that they cannot afford an organization adequate to the problem and, largely, therefore, left to the large communities who already have the most experienced and often the best teachers in their class rooms. Many small school systems with meager equipment and the less experienced teachers get only a secondary and diluted effect, resulting from reading what the larger school systems may have put into print. A program which is to have any large effect on American secondary school education as a whole must directly touch smaller school systems because the typical American high school is a small high school. The average size of a North Central Association high school is one of twenty teachers.

(2) Few school systems have adequate research facilities. The excerpts from the National Survey quoted by Dr. Loomis illustrate some of the intricate problems upon which objective data must be gathered on a large scale if curriculum reconstruction is to be soundly based. Few large schools and almost no small schools have research departments adequately staffed for this task, nor with influence enough to gather data from a large enough number of sources to make the results valid. Time has increased, not decreased, the complexity of this task and the local organization plan has, therefore, become progressively less sound as a system of administering curriculum reconstruction on a national scale.

(3) Few school systems have the technically trained workers. In addition to being short handed in the research staff few school systems have the other technically trained workers necessary to a first class reconstruction program. This is shown by the fact that school systems temporarily associate with their program, curriculum experts or consultants who give part time and long distance service to the local organization. Not every school system can command even the part time service of subject matter experts, even if all of *them* were well qualified to act as consultants. Local leadership is frequently not good and results in some of the conditions mentioned by Dr. Loomis. Therefore, local curriculum construction is likely to proceed under weak scholarship.

(4) The total amount of money expended is needlessly great. The local plan calls for a duplication of overhead expense which makes it a poor plan to consider in connection with a nation-wide curriculum reconstruction movement. The cost of administration, research and other technical service is about the same irrespective of the number of school rooms served. To duplicate this expense in every city from average size up puts an unnecessarily large charge on to the nation's bill for education and wastes money in duplication of effort which is needed elsewhere. If curriculum reconstruction is to go beyond mere sporadic, localized effort, the local plan is not well adapted to the problem.

Advocates of the local plan have argued that it is a great professional gain for teachers in each system to participate in a curriculum reconstruction program. If this argument were basically sound it would mean that each teacher ought to write her own curriculum. Theoretically that may be true, but practically it is not feasible. No local curriculum organization has ever believed in the theory beyond the point of selecting a few of the best teachers to act as a committee

to do the work. Participation for the many other teachers in the system is only nominal. If the professional growth theory were sound, local schools should select the poorest teachers for curriculum committees, as they are most in need of professional growth. No local system does this—intentionally at least. The theory is that to be an intelligent user of the curriculum one should participate in its writing. By the same theory, to be an intelligent reader of a book, one ought to help write it; to be intelligently obedient to a law, one ought to participate in making the law; when as a matter of fact, there are other ways of becoming intelligent about these things beside participating in their development. School systems which have utilized the local curriculum construction method have been the quickest to develop other methods for making their teachers who did not serve on the curriculum committees intelligent users of the product. This argument then does not warrant the adoption of the local plan for a nation-wide program.

My argument, so far, is that to meet the wide-spread need for the large scale, high grade curriculum construction revealed by the national survey, we need an effective non-local program of curriculum organization. The impossibility of achieving a national organization is obvious. State department of education organizations usually have the weaknesses of the local organization plan as far as research facilities and ability to stand expense are concerned. Moreover, traditionally and legally, state departments of education usually offer minimum programs that are concerned with setting up the standards below which the state is unwilling to have its schools go. A minimum program of curriculum construction will not satisfy the needs of the host of schools willing to go further. The cost which a state department assumes in providing more than a minimum program invites legislative criticism. For most of us, a national plan of curriculum reorganization is beyond the range of possibilities, and the state plan is an artificial set-up which groups together schools with but a minimum of common interests. We do have, however, in our accrediting agencies a natural grouping of both secondary schools and colleges in organizations now already interested in problems closely affiliated with that of curriculum reconstruction. Therefore, the most logical and the most natural unit for curriculum organization on a wide scale would be to extend the functions of the accrediting associations to include a well developed attack on the problem of curriculum. Six of these accrediting associations practically blanket the United States. Each operates in a rather mutually exclusive geographical area. Each includes in its area a large number—often more than a majority—of the schools in its area. In addition to the secondary schools, each includes the higher institutions who are sharing the secondary schools' interest in the curriculum. Each of these associations includes colleges and secondary schools who *desire* to work together in harmony on the solving of the principal problems common to the schools of that area. Cooperation in curriculum construction in these associations would, therefore, be a natural, logical outgrowth of the present organization. No new groups would need to be formulated, no new machinery of administration would need to be developed to duplicate in some degree what now already exists. There is no reason why these accrediting agencies could not extend their function to include a program of curriculum construction for their member schools. Briefly, some additional advantages would be (1) that the overhead cost could be spread over a large number of schools. A nominal amount from each school would in most cases suffice. Present dues in some cases could be made to carry the cost. (2) The cost would be reduced by reason of the re-

search facilities and other expert services available in the faculties of the college members of these associations. (3) The best scholarship ability available in the areas served by the association would be available for use and a high quality of out-put would thus be assured. (4) The materials developed would get a wide *spread* throughout the area of each accrediting agency. This would mean a more uniform improvement in secondary school curriculum over large geographical areas. Each agency could easily keep in touch with what other agencies were doing and a desirable amount of national uniformity with appropriate adjustments to each area represented by an accrediting agency easily possible. Taking everything into account, the most appropriate organization for a non-local curriculum construction program demanded by the size of the task is the accrediting agency. Time will not permit this paper to go far into detail with respect to organization or procedure. Briefly outlined, however, the accrediting agency would need to put the program in charge of a group of workers responsible to a representative board of directors or an executive committee. What material the group developed or exactly how it was done is of less importance than that it present a carefully considered result of the best minds in the area. Its curriculum product would not need to be forced upon member schools. It would be quickly seized by schools and modified for local use as desired if it were really good material. It is obvious that such work bears a direct relationship to the present work of accrediting agencies because many of the problems of these organizations are primarily problems of the curriculum. Such a proposal as this is but a logical extension of their activities. Some of them are already interested to a degree in such problems. The North Central Association as you know has been working on the problems through one of its Commissions. In the light of the critical analyses of present conditions which the national survey will bring to the attention of these accrediting agencies the desirability of undertaking to influence and guide curriculum construction will be even more obvious than at present. Standards of accrediting involving the curriculum are already under question by both the higher institutions and secondary schools. New ways of selecting prospective students for college entrance are already being formulated. The credit-unit plan of college entrance according to a traditional, specified pattern has already been shown to be weak. The result of the national survey will not strengthen our confidence nor our belief in present practices in this matter. Some organization is going to improve these situations. The question before us is not whether it is going to be done or not—because it *is* going to be done—in fact is being done. The question is whether the effort shall be elaborated into a complete and well rounded attack on the whole problem of the secondary school curriculum, or whether it shall be merely an ill considered localized answer to small details of the major problem for which there can be no real answer except in terms of the total curriculum situation.

This paper suggests that the North Central Association (and other similar agencies) take the lead in anticipating a program of curriculum development. The North Central Association should extend its present program and launch a vigorous program involving the work of a full time group adequately financed. This group would devote their time to curriculum research and the development of curriculum materials which would illustrate good practice. Only by formulating some plan for an attack on this major problem of secondary education and by putting it into effect with dispatch can we merit the confidence in our leadership on the part of the public which we all strive to claim and hope to deserve.

CURRICULUM REVISION IN THE LIGHT OF THE SURVEY[1]

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University of Minnesota

THE topic which has been assigned to me,—the discussion of revision of curricula by the North Central Association in the light of the findings of the national survey,—is somewhat difficult in view of the fact that the conclusions of the National Survey Commission are not to be announced for some months. Under such circumstances one is rather at a loss to make suggestions concerning next steps in curriculum revision or the part that this organization may most wisely take in any program. Any suggestions must necessarily be made in most general terms and can relate only to rather obvious fields in which there is need for work to be done.

According to the statements issued from time to time by the directors of the National Survey the activities of that body are directed primarily to the gathering of facts concerning secondary education and the pointing out of trends in such practices. In his address before the Department of Secondary School Principals at the recent meeting in Washington, D. C., and in other places, Dr. Koos has stated that these are the primary functions of the survey commission and that while some attention is to be paid to the appraisal of practices, this is to be a relatively subordinate function of the commission. In harmony with this policy of the National Commission Dr. Loomis has indicated that the group concerned with the study of secondary school curricula will attempt primarily to report three types of activities; first, curriculum practices in secondary schools of different types and sizes throughout the country; second, a comparison of the curricula of the present time in certain selected communities with those in operation some years ago in these same communities, in an endeavor to indicate the changes which have occurred in these communities and the possible trends which are taking place in curriculum practice; third, a description of curriculum innovations which are to be found in progressive schools which are breaking with tradition and which are striking out on new paths and endeavoring to formulate new practices and policies. It seems clear that these activities of the commission will result in two broad types of findings. First, a description of curriculum practices in secondary schools, both general practices in the administration of the total program of studies and specific practices and procedures in the several subject matter fields, and the direction that these practices seem to be taking. Second, a description of curriculum innovations and experimentation which is in progress in many schools in the country.

If I understand correctly the purpose and function of the North Central Association as it relates to secondary schools, it is interested in the standardization and accrediting of high schools for purposes of college entrance. From this point of view the North Central Association is interested in the high school curriculum of that portion of our pupil population, less than one half in number, which is destined to enter our institutions of higher learning. This part of the pupil body has grown rapidly in num-

[1] This paper, read before the Commission on Secondary Schools at the time of its meeting in Chicago, March 1932, supplements Mr. French's views.—THE EDITOR.

bers, if not in actual proportions, during the past thirty years. With the continued development of the junior college movement and with the better fulfillment of some of the objectives of the junior college, through the introduction of terminal courses into the junior college years, it seems fair to anticipate no diminution of these numbers in the immediate future. But as a standardizing agency, interested in the development and improvement of the American secondary school, the North Central Association has been and must continue to be vitally concerned with that larger body of our pupil population which is non-college preparatory. Consequently, any program of curriculum study which may be undertaken by the North Central Association must be formulated in terms of these two bodies of pupils, those who are college preparatory and those who are not expecting to enter our colleges. It must also be formulated in terms of various levels of ability and of probable objectives of the total pupil body.

As I have read or listened to the various statements of progress made by the members of National Survey Commission dealing with the curriculum, and as I have talked with the specialists in the various subject matter fields with whom I have come in contact, it has seemed to me that the survey is indicating a need for continued study of certain aspects of the curriculum. These aspects are not necessarily new, in fact this organization, as well as others, has been engaged in studying many of them, but the findings of the Survey Commission have emphasized anew the need for study of them.

The findings of the survey are emphasizing the need for the study of objectives in the special subject matter fields, especially the need for definitive statements of the objectives, and for the formulation of a program which will connect the objective directly to the materials of instruction and aid teachers in attaining the objectives. A single illustration will suffice, I believe, to make my meaning more clear. Dr. Loomis[1] reported in his address before the Department of Secondary School Principals at Washington that 67 of 122 courses in science agree that one aim in science teaching is to develop ability to think scientifically but that when a group of science teachers were asked to state how this objective is attained the responses were vague and indefinite, ranging from the statement that ability to think scientifically is an automatic result from the nature of the subject matter of science to the statement that it is not possible to teach pupils to think scientifically. It is possible that some may not believe this outcome is a proper objective of science teaching, though I do not see how this opinion can be held, but if we may assume for the moment that it is a proper and desirable objective for a curriculum in science, then this objective must be so directly connected with the materials of the course, and methods and means of attaining it must be so clearly and definitely developed that science teaching may result in the attainment of the objective. This it is not doing at present.

Another need emphasized by the preliminary reports of the curriculum findings is that of correlation between subject matter fields and of integration of materials within the fields. The very nature of the organization of our curriculum into rather narrow fields of knowledge and the assignment of credit for accomplishment to pupils in terms of units of subject matter, such as physics or U. S. history, tends to segregate teachers into subject matter specialists and to divide the curriculum into water tight

[1] Arthur K. Loomis, *Recent Trends in the Secondary School Curriculum:* Progress Report, National Survey of Secondary Education. Bulletin of the Department of Secondary-School Principals of the National Education Association, March, 1932.

ompartments. In a recent conversation Dr. Dora V. Smith, Specialist in English or the Survey Commission, stated that here is practically no evidence of the orrelation of English with any other ield. So far as the findings for the other ubject matter fields have come to my ttention there is an equal dearth of evi- lence of correlation of any one field with ny other. It would appear that such arrow segregation of the curriculum into pecialized subject matter compartments s not desirable and that means should e found for developing desirable cor- relation of one field with other related ields. This compartmentalization seems, so far as the findings have been made public, to extend to aspects of subject matter within certain fields at least. For example, Kimmel finds that U. S. His- tory is studied as an isolated, segregated unit of history and the factors in world history influencing the development of this country and its growth, place, power, and influence in world history receive little or no attention. There seems to be need to study the materials in each sub- ject matter field to determine the pos- sibilities of closer integration and syn- thesis of the materials within each field as well as better correlation between the fields.

There is one problem of the curricu- lum upon which I have seen no state- ment of the findings of the Survey Com- mission, but which is of such importance that its mention here can not be omitted, and that is the problem of articulation. The problem of overlapping, repetition, and omission of subject matter between the different levels of our educational system has been studied by a number of different persons, but no comprehensive study has yet been made. Such studies as have been reported are quantitative in character, reporting the overlappings in terms of numbers of pages or lines, and rarely has any qualitative evidence concerning these repetitions been offered. That the overlapping exists is known, but we do not know whether it should exist or not. We have no evidence as to the qualitative differences in the treat- ment of the repeated topics. This is a field which seems to be fruitful for in- vestigation, not only as it is concerned with overlappings between subject levels within the junior and senior high schools, but also between the high school and the junior college.

Another curriculum problem upon which I have seen no statement by the survey commission is that of the adapta- tion of curricula to varying levels of ability. We know enough about in- dividual differences to know that pu- pils vary widely in their individual capacities to learn. We talk about adaptations to ability, but there exist all too sparse evidences of curriculum adap- tations. In a number of institutions about the country there exist curriculum adap- tations for pupils of high ability which aim at the completion within the four years of the high school of work of a quantity and quality such that the pupil will be able to enter courses at the soph- omore level in college. To my mind these attempts to adapt materials to pupils of high ability are among the most signifi- cant of the curriculum studies, for it is from among pupils of this type we should expect to find the leaders and frontier thinkers in our professions, our com- merce, our industry and, we hope, our political and social life in the oncoming generation. It would seem that this is one of the most promising and fruitful fields for study.

And this leads to the final comment I wish to make about the curriculum findings of the Survey Commission. Throughout the progress reports of the survey one finds constant evidence of innovation and experimentation. It seems to me that this is one of the healthiest signs in our secondary education. Our curriculum is not static and is not stand-

ardized. Progressive schools are constantly trying out new procedures and new materials. The need that exists is to formulate controlled experimentation of these innovations in curriculum materials, devise means of measuring the results and evaluate them. By that road lies real progress in curriculum development. The North Central Association might well aid in the formulation of controlled curriculum experimentation in those schools which are attempting these innovations and aid in the evaluation of such procedures. In making this suggestion, I am well aware of the problems involved, but I am equally certain that only by attacking the problems can solutions be found and that by this procedure alone can true evaluation of curriculum practices be reached.

From the various progress reports of the survey commission one is impressed by the quantity of curriculum revision which is occurring and by the number of innovations that may be found. Apparently curriculum study is in practice what has often been advocated in theory, a continuing process. When the National Survey has completed its report there will be presented a picture of the present status of the secondary school curriculum. It would seem desirable that some means might be established for the continual gathering and dissemination of information concerning curriculum revision in various communities. Such an agency might act as a sort of clearing house for the exchange of ideas concerning the curriculum. From such an exchange of information there may develop a constant stimulation towards curriculum study. Possibly such a program might result in rather extensive cooperative curriculum experimentation. In such a process of exchange there is inherent the danger of curriculum revision by the pattern process, by scissor and paste, but the possible values may outweigh the possible dangers. It seems that the establishment of such a clearing house of curriculum information on a large scale merits consideration. Possibly this may be a function the North Central Association could assume.

The topic assigned me today was a discussion of the curriculum revision the North Central Association should attempt. Those who have listened to this paper will notice that at no point in it has there been a suggestion that the North Central Association should attempt any curriculum revision. Personally, I doubt very much the wisdom of the North Central Association's embarking upon a program of curriculum revision. But I do believe that the North Central Association should be ready to aid schools in developing a program of curriculum revision through the offering of technical advice concerning techniques and procedures for setting up curriculum study or experimentation and for evaluating the results of curriculum research. This is a far different service from that of attempting curriculum revision itself, and one which I believe will prove to be of greater value. It is more in harmony with the type of activity the Association has pursued in the past.

ADDITIONAL OFFICIAL MINUTES[1]

Annual Banquet—Thursday, March 17, 1932

THE meeting was called to order at seven-thirty o'clock by First Vice-President J. T. Giles.

TOASTMASTER GILES' INTRODUCTORY REMARKS

Toastmaster Giles: I had a hunch that there was some hitch in this business of being First Vice-President of this Association. In the beginning I felt rather proud and puffed up about it. Being given the next to the highest honor in the gift of this Association I thought was a pretty good thing. I got my picture in the Quarterly, got a candy basket, got my name at the top of the letterhead, and all that. Then the blow came when two or three weeks ago President Edmonson told me that I was to be Toastmaster here tonight.

My first predicament, of course, was to get a story. Of course the Toastmaster is not to make a speech. A gentleman has been recently defined as one who can make a speech but does not. My job is to introduce the gentlemen who are to make speeches. (Laughter and applause)

My friends were very kind to me. They have offered me a lot of stories. Most of those stories I could not use. (Laughter)

But I had to have a story, and I finally found one that just exactly fits the occasion. It represents my predicament. If I can get through with that one alive, and the audience survives, I will promise not to tell any more.

This is an old story about Nero's lions. It was broadcast from Station ROMA the next day after it happened. Then I understand it was on the air week before last. This story goes that Nero was putting on one of his famous entertainments and there was a large group of Christians being collected to be fed to the lions. A young man there in Rome had a brother who was in that group and he was very anxious to save him. He tried to figure out how he could do that. He went to Nero and told him that his brother was in the group of Christians that were to go to the lions; that he knew, of course, that no plea of his to save his brother would prevail with Nero; but that he would like to ask a favor, which was that he could speak to the lions when they came out.

That seemed a very simple request to Nero and he granted it. On the day of the show this man took his station close to the door where the lions came out, and when everything was ready they opened the gate and the first lion came out, roaring, and switching his tail. The man leaned over and spoke to him. The lion stopped, growled, shook his head, and went back into his den. Well, that was a disappointment. They let out another lion and he spoke to it and it did the same thing, tucked its tail between its legs and went back into its den.

That same thing happened to every lion. So the show was spoiled. Everyone went home disappointed. Nero was angry about it. He sent for the man and he said, "Now you understand you spoiled the show. I promised you that you could speak to the lions, and I am not going to punish you at all, but I would like to know what you said to those lions."

The man said, "That is very simple. I simply said to each lion as he came out, 'After the meal you will have to make a speech.'" (Laughter)

That is how bad it is. I tried to get out of it. I told Edmonson that I wasn't

[1] A stenotype report

happy in this sort of thing but was very unhappy, and that the audience was still more so. I told him that I wasn't funny. I was just afraid I would be. (Laughter)

Member: You are getting along all right. (Laughter)

Toastmaster Giles: I think I will have to explain that that bunch of boys back there were to give the signals, you know. I brought this machine here to take down what I am saying, and if you get the signals mixed and you get laughter where it ought to be applause and applause where it ought to be laughter, it won't look well in the paper in the morning. So I think you had better call that off. (Laughter)

Well, we are in for it, of course. We can't get out of it now. It is a good deal like the colored man in the prison in Indiana where Hal Scheidler used to be warden. He called to a colored man and said to him, "Sam, how long are you in for?"

Sam said, "Well, Mr. Scheidler, you see it's dis way. I'm in on dis indiscriminate sentence law. I'm in for two years with the privilege of fourteen."

That is not as bad as the other fellow. Mr. Scheidler called to another colored man and asked him the same question. His reply was, "From now on."

I told Edmonson that I wasn't witty. My wit is a good deal like that of a Congressman down in southern Indiana where I grew up. He was running for reelection, and he made a speech over at the school house one night and two farmers were talking about that speech. One of them said to the other, "He is great on repartee. He was speaking along and some of the fellows in the back of the room were heckling him. One of them said, 'Why did you vote for that tariff bill?' He said, 'You go to hell.' Yes, he is fine on repartee." (Laughter)

I am just giving you warning, out in front. You know what will happen if you interfere.

I am sure you understand that this program is not to be all skittles and ballyhoo. I have enough stories to put out two or three editions of Ballyhoo. (Laughter) But this is a matter-of-fact and serious occasion. This is one of the regular sessions of this Association, and we have serious business.

I think every speaker so far has told us about the breakdown of civilization. The old omnibus has broken down. The driver is out looking under the hood, trying to find out what it is all about. He reports that the educational steering gear is out of alignment and he isn't sure but what that had something to do with the breakdown. While he is looking into the machinery the passengers have fallen to disputing about the road. Some of them say that we ought to go ahead on the good old road of indoctrination and adjustment. Then there is another group, an increasingly larger group, that thinks we had better try another road into the line of problem-solving and purpose of activity. So we are in very great confusion just now, not only about the machinery and how to get it fixed but about the road in which we are going. And in the midst of this confusion we have assembled here for this annual session of the North Central Association, and we are very much concerned about this problem. We have been talking about it very seriously. The North Central Association and its sister accrediting agency associations and organizations have been the leaders in education for a long time, and people are looking to us again for leadership.

The first thing on this program is that we may hear from the sister associations. We will hear first from the Association of Colleges and Secondary Schools of the Southern States.

The custom has been that the fraternal delegate from this Association to these other associations should make the presentation of the delegate from them to us.

Last year President Edmonson went to the Southern States, but he is on the program in another place. So we will call on Mr. Merle Prunty to introduce the delegate from the Southern States.

MR. PRUNTY'S INTRODUCTORY REMARKS

Superintendent Merle Prunty: Mr. Toastmaster and Mr. Vice-President: Before we get into the serious part of this program I think there is one secret from the meetings of the Executive Committee that ought to be revealed to this Association. Last year when Maxwell was Vice-President I didn't see fit to reveal it, but now that he has served in his capacity as Vice-President and in view of the fact that I will, after tonight's meeting, no longer be a member of the Executive Committee, I am fearful that this information may not get to the Association unless I give it to you. As a matter of fact, about three years ago we were confronted in one of the Executive Committee meetings with a very serious problem. Edmonson was Secretary of the Association at that time and he brought it in. The question was, "What will we do about Vice-Presidents in this Association? What will we do with them? What can we give them to do? What recognition can we give them? They seem to come to the meetings and wander about with no special duties, and no one would ever know there was a Vice-President of this Association."

Someone suggested the idea that we have them preside at the annual banquet of the Association, and last year as President of the Association I called upon Dean Maxwell to act in that capacity, I believe for the first time, and we brought to light out Vice-President. In the future the Nominating Committees will need to take this into account, (laughter) and see to it that we have a man selected for First Vice-President of the Association who is fully well equipped to serve as Toastmaster of the annual banquet.

It was my high privilege and pleasure to be the North Central Association's delegate to the Southern Association, year before last. I had a very delightful week, and was shown the well-know hospitality of the southern people. I was never extended such courtesies anywhere as I was extended immediately upon my arrival in Atlanta. I drove my car up to the curb to park it, and I saw on the curb these words: "Parking one hour." There was a policeman standing there, and since I was eager to get as close to the Biltmore Hotel as possible I said, "How long can I park my car here?" He looked as me and said, "Until after the city election." (Laughter)

I then went into the hotel and there I was greeted by Joe Roemer and Spencer Macauley, and their first question was, "Do you have your six-shooter and some of your sunshine whiskey from Oklahoma?" I told them that I had neither and was looking to them for protection. (Laughter) Whereupon they immediately began to tell me of the various brands of whiskey that they had there in Atlanta, and the favorite brands in use at the Association. They said, "Here is this squirrel whiskey. That is a favorite of the folks that come down from Tennessee. You take a good drink of this and it makes you climb a tree and sit on the limb of the tree. Then there is this block and tackle whiskey. Take a drink of that and you run a block and tackle the first policeman you see."

I told them I would like to take that back to Tulsa to give to some of our policemen to use to intercept some of the gangsters. We saw that Mr. Brown was properly supplied with that as he came to Chicago.

Then there was another kind they spoke very highly of, called elephant whiskey. Take a drink and you would run upstairs in the hotel and throw out the trunk, the furniture, and anything else you saw. I understood the Governor

had made his campaign on using it to throw out the Mississippi institutions that had given way to the patronage of Governor Bilbo. But our representative tonight from the Southern Association, and the retiring President of the Association, I understand, made his campaign on cane juice. He comes from Alabama, where they raise cane. And his administration raised no uncertain cane with Governor Bilbo in connection with his treatment of the Mississippi institutions.

We are very happy indeed to have Mr. Brown with us. Whether he knows it or not, we have looked after his interests rather carefully. We have had a detective watching over you, Mr. Brown. We saw that you were given a room far up in this hotel, and we have seen that you were protected and guarded at every point while in Chicago, and that will continue until you have left for Birmingham.

It is a very great pleasure to welcome our fraternal delegate from the Southern Association, Charles A. Brown, Associate Superintendent of the Birmingham Schools, of Birmingham, Alabama, and Past President of the Association of Colleges and Secondary Schools of the Southern States. In behalf of the North Central Association, Mr. Brown, I welcome you to this banquet this evening and welcome you in your address to us. (Applause)

MR. BROWN'S REMARKS

Mr. Charles A. Brown: Mr. Toastmaster, Mr. President, Members of the North Central Association: Mr. Prunty has kindly referred to some things that probably cannot be talked upon here this evening. Down in our city we have such an excellent administrative set-up that the Superintendent of Schools does all of the talking. I haven't checked up on Tulsa yet. (Laughter)

It is a very great privilege, I assure you, to be the representative of the Southern Association of Colleges and Secondary Schools (for that is the name after this year) to the North Central Association. Apparently your custom is to send your President to the Southern Association. Our custom has been for a number of years to send the immediate Past President. In other words, as a reward for service in the Southern Association, the immediate Past President is sentenced to Chicago and the North Central Association meeting. (Laughter)

I am exceedingly happy to come and to bring you greetings from that organization. As you know, the two associations, that is the Southern and the North Central, were organized the same year. Throughout the years, however, the North Central has outgrown us. I presume it is because the North Central wishes to keep up the historic precedent set in 1860 of outnumbering us by about two to one. And in this important particular, in number of schools and colleges, you have just about doubled us. As a matter of fact we have about 1200 schools on our list, and about 150 colleges.

The two organizations, born at the same time, developed, of course, as you know, as a cooperative group for mutual assistance, to elevate the standards of scholarship, and to effect improvement in at least uniformity in entrance requirements to college. One further function of the Southern Association was to try to persuade the colleges of the South to get out of the high school field of education. The Southern Association, in its history, as yours has, had to develop a standardizing function, and today we hear the same character of criticisms against our own organization as are made against yours in the matter of revision and change of those standards, more nearly to fit into the growth and development of the institutions throughout both territories.

You have three commissions. We have two, the Commission on Institutions of

Higher Education and the Commission on Secondary Schools. We do have committees in our Southern Association that are working on curricula revision problems and unit courses of study. We are similar in that the amount of time given to athletics on any particular program takes up the majority of the discussion in every one of the commissions, at least in both of our commissions.

There are certain differences, however, in which I think you may be interested. In the first place, I think the number of recesses called by the presiding officer in the Southern Association is not quite so large as the number that have been called by your distinguished President. (Laughter)

We meet around in various sections of our territory, including eleven states. We meet in Texas, we meet in Louisiana, we meet in Mississippi, at least we did, (laughter) we meet in Georgia, we meet in North Carolina, and so on throughout the other states. To us that has some advantages, in that the schools of a particular area come in contact directly through attendance at the meetings of the organization when they are held in that particular territory.

You are engaged in a very interesting field of experimentation and research work. We have not embarked upon a program of experimentation as largely as you have, hoping, of course, to get the benefits of your own studies made under the auspices of your organization, and at our meeting last year such studies as were available were distributed among the secondary schools of our Association.

We are looking forward with great interest to the results of your great study on the revision of standards. In fact I was told by the present President of the Association to spend all the time I could with the gentlemen on this committee, who unfortunately have been so busy that they have been able to give very little time to me. But I shall be happy to carry back to our organization the results so far as they have been reported at this meeting.

Another difference between our organizations seems to be one of historic precedent also. You somehow have a way of getting money from foundations and from organizations to carry on certain studies in your organization. The first question I asked your President was to let us in on the secret, and he immediately walked away. (Laughter)

May I express the hope that at our future sessions (and our meeting next year, by the way, will be held in New Orleans) a number of you can visit us. I assure you of the warmest reception and our heartiest cordial regards.

MR. GILES' FIRST INTERLOCUTION

Toastmaster Giles: Edmonson told me that Prunty had some stories left over that he wanted to spring on the southern people, and that was the reason Edmonson yielded to Prunty to introduce the last speaker.

I will make a little change in the program. I understand that Dr. Grizzell has to leave shortly, so we will hear from him. I will ask Mr. B. L. Stradley, University Examiner of Ohio, who was our fraternal delegate to the Association of Colleges and Secondary Schools of the Middle States and Maryland, to introduce the next speaker.

MR. STRADLEY'S INTRODUCTORY REMARKS

Mr. B. L. Stradley: Mr. Toastmaster, Mr. President, Ladies and Gentlemen: On one of those rare occasions during last year when Dean Edmonson was at Ann Arbor, he telephoned me and asked me if I would attend the meeting of the Association of Colleges and Secondary Schools of the Middle States and Maryland. He told me that it would be necessary to have a dress suit, because they were very formal in the East, and a good

speech. I told him I had neither but I thought I could borrow both.

I accepted the appointment, and I would be very ungrateful indeed, Mr. Edmonson, if I did not thank you and this Association for that unusual opportunity. The Association of the Middle States, of Maryland, New York, New Jersey and all those states, is the oldest association among the accrediting associations. It extends even to the Panama Canal Zone and Continental Europe, and our guest this evening was asked to go to Paris at one time to inspect an American school to determine whether it was eligible to be admitted to his Association. I hope sometime that school will apply for admission to our Association.

Our guest this evening is Professor of Secondary Education of the University of Pennsylvania, and is Chairman of the Commission on Secondary Schools of the Association of Colleges and Secondary Schools of the Middle States and Maryland. I take great pleasure in presenting Dr. Grizzell. (Applause)

MR. GRIZZELL'S REMARKS

Dr. E. D. Grizzell: I want to bring greetings from the Association of Colleges and Secondary Schools of the Middle States and Maryland to the North Central Association of Colleges and Secondary Schools. This is the second time I have had the pleasure of coming to your Association and mingling among you for the better part of a week, and I want to assure you that the second visit is even better than the first.

There are some rather interesting features about your meeting that have appealed to me very greatly.

I thought perhaps since Mr. Giles had told all the stories that I had to tell, and perhaps all that Dr. Brown had to tell, I would be just a bit of a critic and say something about the things that I have observed here during the last few days.

While the program was going on this afternoon I occupied my time preparing a speech for this evening's session, and these five things struck me as being outstanding in your meetings here:

I put at the head of the list, not because I think it is the most important but because it seemed to attract the largest crowds, your athletic problems and policies. I spent quite a little time in the meetings of the Commission on Higher Institutions, where they were discussing the conditions in certain colleges and universities. I also noted the fact that the Commission on Secondary Schools and the Commission on Higher Institutions passed a joint resolution, meant to eliminate all of the future athletic difficulties that might possibly arise in this area. I think you are doing a splendid work, and if you can succeed even half way it is worth all of the time and effort of your chief inspector, I am sure.

The second thing that appealed to me was the study that you have in process here by your Special Committee on Standards for Higher Institutions. The fact that you are able to get the money is quite an accomplishment, and the fact that you are able to get a group of men such as are working on that Committee to devote their time to that work is saying a great deal for the influence of your Association in commanding the services of the best men in your territory.

The third thing that appealed to me was the fact that you are not satisfied out here with your standards on secondary schools. I thought we had arrived at perfection in that field, and I find you are not at all satisfied, and the interest shown in some kind of change in the standards now in existence appeals to me very greatly, because we have something of the same sort of bee buzzing around in the Middle States at the present time. Perhaps we can swarm and get something started. That, of course, appealed to me particularly.

A fourth thing which I think is of very great importance, and I think it has not been stressed enough in your own deliberations, perhaps, in the past, is the tremendous amount of work that you have accomplished here in setting up new types of curricula. Your Commission on Unit Courses and Curricula has done a fine piece of work. I don't believe it has had the proper recognition in this area. I have been in a number of sections outside of your territory in recent years, and I find that people outside of your territory are quite familiar with the work that has been going on in that Commission, and I believe they think more highly of your work than you do. I would advise you to find out what they are doing if you don't know. It is one of the most progressive pieces of work in this country, it is my judgment.

Then I discovered another innovation out here. Last week I received two letters from your President. I have a hard time getting one letter a year out of him, but two of them came along within two or three days and I knew something must be wrong if he wanted to call people in from the outside to advise him, and I discovered that Roemer had a special hurried call to come to Chicago, so we came posthaste, arriving here just as soon as we could get a train out of our respective cities and get here. We thought something terrible had happened. We found nobody knew what they had been called together for. We spent from two o'clock on Sunday afternoon, with an occasional recess, until ten-thirty Monday night, trying to discover what was wrong. The result was about three pages of recommendations. I think that is one of the finest examples of social thinking, if such a thing is possible, that I have ever seen. Nobody knew what was going to happen. Of course I knew. I spent a couple of months in Ann Arbor two years ago, and whenever I would meet the President of your Association he would say, "What do you think about so-and-so?" and I would express my opinion. A few days later he would say the same thing. I recognized a lot of those questions in this conference program. I think he was working on this a long time, and he managed to put over a masterpiece of social thinking here, by directing it carefully.

Many of the questions that are discussed in that recommendation of that conference committee, which most of you have seen, I know are things that he has been thinking about for the last several years, but it represents the culmination of thinking along certain lines that would improve the service of your Association to your own territory, and to the areas lying outside of your territory.

I think the result of that informal conference represents a fine piece of educational leadership on the part of your President and the others of your group who are trying to develop policies for your Association. We need some such procedure in our Association, I am sure.

I am not going to say any more about your Association. I think those five things are sufficient to your credit. You have done a splendid piece of work during past years. Since 1905 you have been actively engaged in accrediting; for the past six or seven years you have done a splendid piece of work in improving the conditions of secondary and higher education in this territory. The fact that you have carried on the program you have is evidence of the strength of your organization.

We have some problems in the Middle States that I am going to mention briefly. We need help and we shall always be glad to have help from this area, because you are freer to experiment than we are. We get a great many valuable suggestions from the things you do, as well as from the things that are going on in the southern area. We have learned a great deal from them in the last few years.

Some of the problems that confront us are the following: We need some better method of accrediting our junior colleges. We have junior colleges growing up in the Middle States rather rapidly, and our standards are not quite satisfactory. That is one of our problems at the present time, the problem confronting our Commission on Higher Institutions. We have the problem of school and college relationships. Our territory is preeminently a territory of college preparatory schools, an area in which that is an important type of school. That problem of school and college relationships is one of our most vital problems. We are working on that constantly.

Then we have the third problem, which I have mentioned before, the problem of improving the standards or criteria or whatever you choose to call them, principles to guide us in what is a good secondary school. We are not satisfied with what we have. But we are not quite willing to throw out the worn-out life preserver we have until we see a new one close by. So we are hoping to have some kind of a detailed study of our procedures and some change on which we can base a better method of accrediting or approving the schools that are on our list. In order to help us at the present time we have a number of minor research studies under way, the results of which we shall try to use in solving our problems. Some of those are a rather detailed study of school and college relationships, and a study of teaching load, or rather the teacher load, because we find the teacher is loaded with a good many more things than just teaching. We are trying to find some way of evaluating the various elements of the teacher's load, in order to protect the teacher against some of the administrators that we have to deal with.

Then we have a real need for the improvement of the library facilities and service in our schools. Many of our schools have libraries that have kept the glass doors locked all along. It wasn't necessary to prepare for a college education in the libraries. We have been able to throw away the keys of most of those libraries and get some space for library service. I think we have very few schools on our list now that cannot qualify with a respectable library and adequate library service. But we need to go further than that; we are not satisfied with the provisions that now exist. We are getting some help from the southern area on that point.

Then we have this problem in many of our large high schools of the right kind of provisions, facilities, for science teaching. We are not arguing for the traditional type of science laboratory at all. We don't know that that is what we want. But we are starting an experiment, at least we are starting the planning of an experiment which we hope will give us some solution of this problem in science teaching in schools with 190 pupils. I don't know where we are going to get in our attempt to solve it, but that is one of the major problems before us.

It seems to us that these various organizations need to have some means of getting together periodically for a discussion of common problems, and the swapping of stories, if necessary. Our stories get stale out in the Middle States. We would like to hear some stories from other parts of the country. We need to get together and talk over some of these vital and major problems. I hope we can have some closer cooperation of at least representative officers of these various regional associations.

One other thing: It seems to me that we have passed through the stage when we should be known as standardizing agencies. I think the time has come when our function is radically different from that of merely standardizing. That is a function, yes. We will have to perform it. But I think the main functions of

associations such as this are at least two in number. I state them in this way: (Remember these are associations of secondary schools and higher institutions.) To promote the development of an integrated program of secondary and higher education for those needing educational opportunity on both levels. I think that is our prime function at the present time. I think we are failing to perform that function adequately because we are not dealing with it jointly. The two phases of organization are not being considered in their supplemental relationships. We ought to deal with that problem, and I think such an organization as this is the only type of organization that can take the lead in the performance of that function.

There is another function which I think is growing rapidly in these associations, and that is the function in the performance of which we provide opportunity for the development of a professional leadership which involves the theoretical leader, if you choose to call him that, the leader who isn't on the job actually, but who is a very important agent, and the person who is constantly on the job. I am thinking of the people in university work and the people who are out in the field, so far as secondary education is concerned, and I think it would apply equally to higher education. That is, we have a type of leadership needed at the present time of a practical sort which must be tied up with the sort in which we find the profits that can help the practical leaders. I am not making that very clear, but I hope you get the point. There should be a cooperation on the part of the theorist and the practical man, and a leadership developed there which we need very badly in this country at the present time. (Applause)

MR. GILES' SECOND INTERLOCUTION

Toastmaster Giles: Thank you, Dr. Grizzell. We are to have a very unique experience in hearing from the next speaker. We are going to hear next from the Northwest Association of Secondary and Higher Schools. Mr. Moe is High School Supervisor in the State of Montana. Montana, that vast area that sprawls across the Rockies from the plains over into the Northwest, belongs to this Association and also belongs to the Northwestern Association. So Mr. Moe, who is a member of this Association, was our fraternal delegate to the Northwest Association last year, and this year as a representative of the Northwest Association he is the fraternal delegate to this Association. (Laughter) Therefore Mr. Moe is his own brother.

I am going to ask Mr. Moe to introduce himself as the fraternal delegate from the Northwest Association, and and then to respond to that introduction. (Laughter and applause)

MR. MOE'S REMARKS

Mr. M. P. Moe: Mr. Toastmaster, Ladies and Gentlemen, and Speakers: The Toastmaster gave us a definition of a gentleman, and since I have to make some remarks I cannot be a gentleman. I would like to be a lion but I cannot roar, so I will just have to be here as sort of a Siamese twin proposition, I think.

I am not going to take very much time to tell you about the Northwest Association. I might do so if I were able to tell things in the way that the preceding speakers have done.

I have a story in connection with that. It makes a difference how you say things. There were two men of the more serious and reverent type, one a Catholic priest and the other a Universalist, discussing as to whether or not there was such a thing as hell. The Universalist said, "There ain't no hell." The Catholic priest said, "The hell there ain't." About that time a Jew came along, and the two decided they would let the Jew settle the proposition. They put it up to him and

he thought for a minute and finally said, "Vell, business has gone some place." (Laughter)

It does make a difference how you say things.

The Northwest Association is the youngest and, I believe, the smallest of the groups in this country. It is a pleasure to bring greetings from that Association to the North Central. We are in the adolescent stage, being in the sixteenth year, I might say sweet sixteen, at the present time. We have a great deal of enthusiasm, many ambitions, and plenty of energy, and we hope as we grow older we can accomplish for our territory at least some of the things that the other Associations have accomplished for their territory.

It is especially a pleasure to talk to this organization for the Northwest because we feel that the North Central Association is sort of a foster father of our organization. It was a group of men who had had an opportunity to work in the North Central Association who were responsible for the organization of the Northwest. They have always looked to this organization to lead them.

It has happened that Montana has been the go-between between the two groups, since we have about the same number of high schools belonging in this organization as we have in the Northwest Association. It has been very interesting and beneficial to me during the past three years to be Chairman of the State Committee for the two organizations for Montana. Every time that I go to the meeting at Spokane a good many questions are asked, "What is the North Central Association doing? How do they handle this problem or that problem?" Consequently it keeps me busy transferring to them the plans and purposes of this organization. It has had a very good effect upon the Northwest Association.

I hope that it will be possible for the North Central Association and also the other associations to have representatives at our meeting in Spokane April 4 to 7. The meeting is held in connection with the Inland Empire Educational Association meeting. We usually have a good delegation at that time, not only for the Northwest Association but for the regular educational meeting.

I am not going to take any more time. If I do, I may be placed in the position that a speaker at a luncheon club was placed in at one time. There are, I think, three more speakers, and they need more time to give their messages to you than I do. This speaker was allotted fifteen minutes, but he had a wonderful message to present so he kept on talking and kept on talking. Finally one after the other started filing out through the door, and when he finally finished with his speech there was one man sitting just behind him. He turned to him and thanked him for the interest he had shown in his speech by remaining until he finished. The man said, "To hell with you. I am the next speaker on the program." (Laughter and applause)

MR. GILES' THIRD INTERLOCUTION

Toastmaster Giles: We will now switch from the Northwest to the Northeast, and hear from New England. Mr. E. H. K. McComb, Treasurer of the Association, was our fraternal delegate to the New England Association last year. I will ask Mr. McComb to present the next speaker.

MR. MCCOMB'S INTRODUCTORY REMARKS

Mr. E. H. K. McComb: Mr. Toastmaster, Ladies and Gentlemen: I was indeed delighted when asked to go to the New England Association. I had enjoyed meeting the delegates sent out to our meetings so greatly that I welcomed the opportunity to see them on their native heath, and I was again delighted with those that I saw and those that I met.

I found the Association busily engaged

in work somewhat similar to ours. Their situation is different, handling it in a different way but very effective and very earnest. I felt very much at home when I came to the first meeting and saw on the program that the chief topic for discussion in the opening session was the question of athletics. I think they had a different way of approaching it. They seemed to have it pretty well summed up in two points of view. One was expressed by Dean Goss of Princeton thus: "This difficult situation regarding athletics will be settled just as soon as the grown-ups, the adults connected with it, become strictly honest." The undergraduates were represented on the program at this meeting by that fine young fellow, a sterling student, athlete and delightful young gentleman, Mr. Barry Wood, Captain of the Harvard Football Team, and his solution of the pressure on athletics was to make football solely a game. He said, "Get it back to the game," and the experienced college dean said, "Have the grown-up people become honest," and out of those two points of view it seems to me some settlement of the difficulties is going to come.

We had sectional meetings that were interesting and general sessions that were interesting. We had a dinner similar to this, at which we listened to an address by President Angell of Yale. Those of you who have heard him speak know how witty and scintillating he can be. He said he had been spending the day with his very good friend, President Lowell of Harvard, and after spending the day with him he had come away thoroughly convinced of the truth of that statement that you can tell a Harvard man wherever you see him, but you can't tell him much. (Laughter) President Angell gave us a very interesting and inspiring address on the personality of the teacher.

There are many who have worked long in that Association of Colleges and Secondary Schools, just as we have many in our organization who have worked long in it. Their representative here this evening, as their fraternal delegate, is one of these gentlemen, Mr. Otis Randall, formerly Dean of Brown University and now the First Vice-President of the New England Association of Colleges and Secondary Schools. It gives me great pleasure to present to you Dean Randall. (Applause)

MR. RANDALL'S REMARKS

Dean Otis E. Randall: Mr. Toastmaster, Ladies and Gentlemen: At the very outset I want to thank the North Central Association for the very courteous invitation to us in New England to attend these meetings, and I wish to thank you also for the very courteous treatment which I have received.

It has been the custom, I think, in the past very frequently to send the President of the Association as a delegate to these meetings. It was the desire to send you the best that we have, which was the right thing to do, but fortunately for me and perhaps unfortunately for you he is unable to come this year.

Sometimes we do what you did last year. You sent the Association Treasurer. I think that is a very good practice, because the Treasurer has full use of the funds and is accountable only to himself in the expenditure. We felt a little timid about sending our Treasurer out this year. (Laughter)

Sometimes we send the President of some New England college, and I want to say that there was some hesitation about doing that this year. What I have to say refers to the Presidents of the New England colleges and not to those colleges west of the Hudson. After a man speaks as Dr. Rightmire spoke this afternoon I have no criticism to pass on college Presidents of the Middle West. But in New England there is a feeling that during this period of depression and college activity a college President finds it

difficult to speak the truth. (Laughter)

That isn't the kind of man we want to come out to the North Central and bring back reports.

Sometimes we think of sending out the college professor, but he has become so absent-minded that it is a dangerous thing to do. You have heard a great many stories about that, and I don't suppose I could tell you one that would be new, but I was impressed with something I heard the other day concerning a party of tourists going from Boston to San Francisco in a Pullman, a large number. They were entertaining themselves with games of cards, backgammon, and so forth—of course there is nothing to see out of the window. Finally they exhausted the games and came to a standstill, and someone asked what was to be done next. Some wise one said, "Let's try to guess the various professions represented in the car."

They looked around and decided that one man was a clergyman. They could tell it very plainly. Another was a business man, another a lawyer. There was one man some distance down the car, leaning against the window, whose bearing puzzled them. One of the leaders said, "I wonder what that man represents." Someone suggested that he might be a college professor. Another said, "Oh, no, he is not a college professor." They delegated a man to go to him and ask him, "Sir, please excuse me, are you a college professor?"

The answer was, "Oh, no, I am just a little car sick. That is all that is the matter with me." (Laughter)

So we cannot send men out like that to the North Central. I heard too the other day that there were two college professors, one going from Chicago to Boston, the other going from Boston to Chicago. Their trains met for a stop, and the two professors got off and recognized each other. They got to talking. After some time they both got on the train going to Boston. The man whose destination was Chicago remarked that they were making great improvements and inventions in this day. He had heard of an elevator tube so arranged that two cars, one going up and the other going down, could move simultaneously in the same tube.

The other man said, "Well, I don't think that is any stranger than what we see right here. You are going to Chicago and I am going to Boston and we are both on the same train." (Laughter)

The next thing was to send the dean. Worse than that, a retired dean. What about deans? I overheard a freshman make a remark when I was in action, in answer to a question, "What do you think of this dean?" He said, "I looked him over. He seems to be a pretty good fellow at heart, but he has a bum job."

That didn't hurt half as much as the statement that a dean is crazy. We have in Providence, my home town, an institution known as Butler Asylum, an institution for the insane. They had a telephone number which I think was Angell 902, and my number is Angell 920. A student was anxious to get me one night, and by mistake he got the asylum. The keeper answered and the student said, "Is the dean there?" The keeper said, "No, not yet." (Laughter)

So you see what sort of an individual the New England Association is obliged to send to the North Central.

I must be serious. It is not characteristic of a New Englander to talk as I have been talking. (Laughter)

I heartily favor this practice of exchanging delegates at the meetings. It seems to me that we are engaged in an attempt in the solution of some of the most complicated problems facing the world today. And our Associations are engaged upon a common problem, and no single organization can hope to work efficiently and accomplish the great things which are expected of us in organizations like this, if it works alone.

It is absolutely necessary, I believe, in this day, for these organizations in education as well as in business to keep in close contact with one another, to understand the methods that are being pursued, to exchange what we learn in one institution and one organization and another, and to have a cooperative relation. It is a splendid practice which I hope will be kept up in all the future.

It seems to me that our organizations (I am judging largely from what I have seen in New England) fail to appreciate the worth, the power, the opportunity and the responsibilities of these organizations. I haven't time to dwell upon much of it. You here in the North Central district have done, in my opinion, a great thing when you have dared to go into the field and standardize. You have given the secondary schools your opinion of their standing and have dared to do the same with the institutions of higher learning. I was told by one of your members this morning that in this part of the country the educator fears only two things. One is God Almighty and the other is the North Central Association. I congratulate you, for the time has come to put fear into some of the institutions and into the minds of some of the educators.

We have before us so many problems that it is hard to select from them. There are just two things I am going to speak about before I sit down. I believe that one of the things which we ought to do through our institutions of learning is to show that the education of youth, which starts with the cradle and goes on with no ending, is not to be done in relays nor in sections. There is no institution, I don't care where it stands, that has a right to say that another institution is responsible for the situation that it faces. The home is the first educational school, and its part in the education of youth is greater than any of us can fully understand. But in the continuous process, the kindergartens, the primaries, the high schools, the colleges, we spend too much time in trying to find the dividing line in these sections. At the present time you know as well as I that the junior college is trespassing, according to the college, on the scope of the college, and it is also claimed that the university is trespassing on the opposite side. So some of the educators say that finally there will be no place for the college. But I say we are spending too much time in trying to find these dividing lines. Let us make it a continuous process where each organization works into the hands of the one which follows.

Some years ago I was on a commission under the direction of the New England Association, trying to bring about a closer understanding between the colleges and secondary schools, so the secondary schools could know something about what was going to be required of their students when they went to college, because they couldn't always tell to which college they were going. I was amazed to find the tremendous cavern that existed between the secondary schools and colleges. After two years we brought them into close relationship and now they work in harmony. That continuous process is something that we should lay stress upon, it seems to me.

The other thing I wish to touch upon is the character of the education that we are giving to our youth at the present time. It seems to me that we are yielding to the demands to commercialize our education altogether too much. I heard a story of a laborer in Bridgeport, Connecticut, which I think illustrates my point, because what he said, it seems to me, is what a great many men in higher life are saying, or doing at least.

This laborer went to School No. 6 in Bridgeport and made an application for the position of janitor. They looked him over, and were favorably impressed, and said, "We will grant you this position." They drew up a contract and asked him

to sign it. He said, "I cannot write. In fact, I cannot read."

They said, "You cannot read or write and you expect to be janitor of this school? I guess not!"

He was discouraged. He went to New York and went into the contracting business, made a lot of money, and saved it. After fifteen years he went to the bank and asked for $25,000. They said, "If it is here, you shall have it." It was there. The teller said, "If you will sign this receipt I will give you the cash."

The man said, "I can't write nor read."

"You can't write nor read, and yet you have saved $25,000! Man, what would you have been with a college education?"

"I would have been janitor at School No. 6 in Bridgeport, Connecticut." (Laughter)

When I was in action I had hundreds and hundreds of letters from parents asking us to suggest courses to fit their sons for remunerative positions. I am not overlooking the fact that we must train our students for positions, and we do that, but are we not laying too much stress upon it, are we not forgetting that there is something more than making machines of our minds to bring in the dollars and cents? We have been educating the body and mind to the neglect of the spiritual qualities. I tell you the time has come when this world needs men who are straightforward, honest, with high ideals, more than ever before. You may appoint your commissions for peace, for disarmament, you may read all the essays and books written by our great economists and political scientists, but they will not accomplish so much as a group of men who will go out in this world who have had the foundation stones of character put into them through this education.

I say that the time has come when we should give less heed to the commercial phases of our education and let our students understand that they are dealing with the precious heritage in this mind which needs development and training for greater things than the temporal, the material and the perishable. These Associations, yours and ours, have before them, I think, the grandest work that the world offers today. (Applause)

MR. GILES' FOURTH INTERLOCUTION

Toastmaster Giles: President Edmonson suggests that we have a short recess. (Recess)

Toastmaster Giles: This is not the Last Supper. (Laughter) We do have here, though, a betrayer of Judas.

When Edmonson asked me to do this thing I told him I couldn't do it very well, and he generously volunteered to write my speeches. I offered to write his speech, and I did, but he went back on me. He didn't write a one except the one introducing himself, and when I read that over I thought I had better do the job myself. (Laughter)

It would be an impertinence, I am sure, for me to attempt to introduce President Edmonson to you. You know him as well as I do. You love him as I do. You know what he has been doing for this Association in the years past, and especially during the present year. I know he has a good speech. So I present to you President Edmonson. (Applause)

MR. EDMONSON'S REMARKS

President J. B. Edmonson: I do not know that the last intermission was any special tribute to me as a speaker, but I am very glad that the Vice-President provided the intermission. During the intermission it was suggested that since I was a member of the Editorial Board I might have my speech published and save some time for President Chase. But President Chase does not have a manuscript prepared and says he does not want too much time.

I find it inadvisable to embarrass a

President. I think it is highly desirable to cultivate a President. I happen to be a Dean, and I find Deans live longer if they cultivate Presidents.

In behalf of the Association I want to again emphasize what has been said by the representatives that have gone to the various regional associations, and express the satisfaction of the North Central Association in having these representatives from the other regional accrediting associations. (Applause)

I think it is a splendid practice for us to send our representatives to these associations, and in spite of the fact that we are twitted about having achieved so many things in the North Central Association that we are not interested in what is going on in the other associations, I want to bear testimony to the fact that the other associations are doing things in which we are interested and that we learn much from the exchange of ideas.

It is true that Giles did write the first draft of this address, but he certainly did not write the last draft; a number of others contributed. So far as I can discover, this speech is not as good a speech as it would have been if I had written it alone. (President Edmonson read his address, "The Newest Crisis in Education."[1])

MR. GILES' FIFTH INTERLOCUTION

Toastmaster Giles: I didn't realize it was such a good speech.

Several years ago here in Chicago there was a banquet held at which Judge Sanderson was the chief speaker. The dinner began late, there were a great many supernumeraries, preliminaries, (laughter) so that the banquet dragged along till about one or two o'clock in the morning. When the toastmaster said, "Ladies and Gentlemen: Judge Sanderson will now give us his address," the Judge arose and said, "Mr. Toastmaster, Ladies and Gentlemen: My address is 3742 Calumet Avenue. Goodnight." (Laughter)

I tell that story in order to assure President Chase that it does not apply on this occasion. (Laughter) The hour is not yet late.

This audience is an earnest, honest group of people searching for truth and light. I am sure we are very glad to welcome President Chase of the University of Illinois this evening, and we have plenty of time for him to develop his theme. It gives me great pleasure to present President Chase. (Applause)

MR. CHASE'S REMARKS

Dr. H. W. Chase: Mr. Toastmaster, Mr. President, Ladies and Gentlemen: One of the penalties of being a college president is that, unlike Judge Sanderson, you have no fixed address. (Laughter)

There have been so many references of varied tenor to college presidents here tonight that I think I should like to give you a definition of a college president. It is one that I found shortly after I came to the University of Illinois, and I think it is the best one that I have ever heard.

Recently there was a very elaborate survey made of land-grant institutions of America, and that appeared shortly after I came to Illinois. So I went over it very carefully because it seemed to me that I ought to learn what sort of an institution the University of Illinois was.

These people went into great detail in this survey. They even gave a list of the live stock which was kept by these various institutions. I went over the list of the live stock that we had at Illinois, a very large and varied list, and finally as I was reading along I came to a footnote at the end, and that footnote said this: "The University of Illinois also has one goat, kept for experimental purposes." (Laughter)

[1] This paper was published in the June, 1932, issue of the QUARTERLY, pp. 16–22.—THE EDITOR.

I think that I might add to that, after the opening remarks of your Toastmaster tonight, that a college president is also a man who cannot make a speech but does. (Laughter) And I shall proceed, with your permission and indulgence, at this moment, to prove that thesis. (Dr. Chase then read his address which was entitled "The Challenge to Education."[1])

Toastmaster Giles: President Edmonson suggests another recess. We will now adjourn. (The banquet adjourned at nine-forty o'clock.)

[1] President Chase's paper will appear in a future issue of the QUARTERLY.—THE EDITOR.